

The A.T.A. MAGAZINE

VOLUME 26

NO. 3



You bless us, please sah, eben ef we's doin' wrong
to-night,

Kase den we'll need de blessin' more'n ef we's doin'
right;

An' let de blessin' stay wid us untel we comes to die

An' goes to keep our Christmas wid dem sherriffs in
de sky.

Christmas Night in the Quarters—Blessing the Dance.

—IRWIN RUSSELL



December, 1945



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Official Organ of The Alberta Teachers' Association

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EDITORIAL

MESSRS. HIRE'M AND FIRE'M (UNLIMITED)

NOT during recent years has the teaching body of this Province been so (to put it mildly) emotionally inflamed and determined to fight back, such being the result of adoption by the recent Convention of the Alberta School Trustees' Association of the following resolution:

"WHEREAS the continuous teachers' contract was introduced prior to the establishment of School Divisions within the Province;

AND WHEREAS pursuant to the same a School Board is denied the opportunity to, terminate a contract except under most extraordinary conditions, whereas a teacher may terminate the same annually;

AND WHEREAS the continuance of the same is not in the best interests of education in that:

- A teacher's effectiveness in a district is diminished when it is commonly known the community does not desire the services of such teacher.
- A teacher's contract is a contract of personal service and the basis of all such contracts is that such services should be reasonably satisfactory to both parties to the contract.
- Continuous contracts of personal service which are weighted in favour of the employee tend to promote a relationship between employer and employee which is highly undesirable.

- (d) A School Board is denied the right of terminating the services of a teacher, even annually, for the purpose of engaging a better teacher, or a better qualified teacher, which is a complete negation of educational progress
- (e) The extent to which a teacher's services are satisfactory is not determined until after the teacher is hired, and if not satisfactory, the Board is denied the right to terminate the same at the end of the year.

THEREFORE BE IT RESOLVED that the Legislature be requested to forthwith amend the School Act by abolishing the continuous contract, and extending to School Boards the same annual right to terminate as is accorded to the teacher, and that the Board of Reference be abolished."

As might well have been expected by its sponsors, the adoption of the resolution was pounced upon by the press, particularly *The Calgary Albertan*, as big "headline" stuff of provincial import. The caption extending almost across the top of the front cover page read:

**"TRUSTEES TO FIGHT TEACHERS ON CONTRACT
'Hiring' Rules Termed Unfair**

Teachers Expect to Put Up Stiff Opposition"

Next morning, the Convention took exception to the way the resolution was publicized.

Although there was considerable "window-dressing" by way of headlines, we can see no substantial grounds for objecting to the *Albertan* staff reporter's sizing up of the situation. After all, the reporter is a layman, writing what is likely to be of interest to the general public, not primarily for consumption by either trustees or teachers. And as far as we can gather from persons present during the debate on the resolution, the write-up itself hit the target pretty close to centre. Furthermore, after all is said, the fact remains that the resolution was actually sponsored by the Executive of the Trustees' Association—just that! Also, we learn from a non-trustee source that previous request had been made by that Executive to the Alberta Government for what was sought in the resolution to be implemented by the Legislature. Were this not a fact, we might have concluded that the trustees were merely indulging in the spectacular game of beating a dead horse.

AFTER all, throughout Canada and the civilized world today there is a realization that wage-earners, employees, shall have safeguarded to them a degree of security which, of course, is co-incident with the legal right to earn a living in their chosen calling during efficiency and good conduct. It is superfluous to suggest that trustees, generally farmers, enjoy that security themselves. Stripped of camouflage, does not the resolution itself aim to take away from the teacher absolutely all semblance of security and to place him where he can be fired at will, whether on a whim, by reason of nepotism, or for trivial or irrelevant reasons, or for no reasons whatsoever—and that irrespective of whether or not the Inspector or Superintendent, the specialist of the Department, reports favorably or otherwise on the efficiency

of the teacher? Yes, and without any danger of the trustees being "fired" for inefficiency and not acting in good faith. The records of the Board of Reference would establish without any shadow of reasonable doubt that not even do school trustees without exception act in good faith or for adequate reasons.

Again, believe it or not, the resolution asks for a right already enjoyed by school boards; namely, "the same annual right to terminate the engagement as is accorded to the teacher." Furthermore, did not Chief Superintendent Swift inform the Trustees' Convention before the vote was taken that school boards and teachers have the identical privilege under the Act to appeal to the Board of Reference? Surely the Trustees are not prepared to dispute that Dr. Swift knew what he was talking about; although it must be acknowledged that they voted as if they didn't believe him. Did the trustees know that in five cases school boards actually have appealed against termination of engagement by teachers? Yet again the whole anti-Board of Reference move can hardly be interpreted otherwise than that trustees have been led to believe His Honour, sitting as the Board of Reference, is prejudiced against trustees and always gives judgment in favor of the teacher appellant; otherwise, the only other way of rationalizing the trustees' attitude is that the Court Judge is misled as to the teacher appellant's efficiency by the Inspector's report.

THE A.T.A. files contain full and complete records of all the Board of Reference cases, which files the A.T.A. are prepared to lay open for analysis and inspection, either by trustees or any other body or individuals; in fact we challenge investigation, research, or what have you, and the following facts will be laid bare:

- (1) Trustees have the same right as teachers to appeal.
- (2) Teachers have not invariably won the appeals—not by any means.
- (3) Many appeals are won, not on the merits of the teachers' or trustees' case, but because the Board did not take the trouble to read The School Act and give proper notice, even though the procedures are set forth so simply and specifically—even the actual form and wording of the notice of termination—that any Grade VIII pupil could understand just how to give notice to a teacher.
(Note: It seems to have escaped the attention of trustees that the Board of Reference has eliminated lawsuits over dismissal of teachers, with their attendant heavy expense to school board losers.)
- (4) A large number of appeals have been won by teachers because school boards did not hold a proper school-board meeting to authorize notice of termination of engagement being given to the teacher.
- (5) The number of appeals before the Board are now very few indeed. Last year no appeal was heard, the year before but one, and the year before that but two.
- (6) Not a single appeal has ever been entered against dismissal by a

Divisional Board, the obvious reason being that these particular Boards have their own school Superintendent to investigate and report on the teacher.

AS FAR as the preamble to the resolution is concerned, a little comment is in order: The first "Whereas" introduces a statement of fact. Self-renewing engagements were introduced before School Divisions were established. So what! Is that meant to imply that Boards other than Divisional Boards are not concerned in this matter?

The second "Whereas" does not precede an accurate statement.

The third section of the preamble, with sub-headings (a), (b), (c), (d) and (e), leads with an absolute statement of opinion, which is by no means a "bull's-eye." Is it, however, facetiously phrased and weighted with affected sentimentality as distinct from factual accuracy.

If the premises are questionable, then no logical conclusion is possible. They may give birth to a logical monstrosity—if there is any such thing.

THE resolution, stripped of the camouflage preambles, would have more straightforwardly shown the real spirit behind the resolution itself: namely, the desire of trustee boards to be freed from shackles of justice and fair play in the matter of disposing of their teacher-employees, and revert to the outmoded, antideluvian teacher term-engagement system. They know full well that they are stymied during the presently prevailing scarcity of teachers; however, evidently they anticipate a future condition obtaining, as during the hungry thirties, when there were not enough teaching jobs to go around, and: "Then, you hired men, just look out for squalls."

Teachers are not so stupid as to be not able to diagnose the implications of the trustees' filibuster against the present reasonable degree of security of tenure of teachers. That accounts for the resolutions of protest streaming in from teacher groups from all corners of the Province. Last but not least, the passage of and publicity given to the resolution are, to say the least, the reverse of drawing cards to intelligent and dignified aspirants to the teaching profession.

Board of Reference for Jamaica Teachers

Think of what the Union has done for you, my dear Teacher—War Bonus, Increased Salaries, Amendment to Art.. No longer can the manager discharge you as he would his domestic servant. He has now to face the Committee of Enquiry or Arbit-

ration Board. You will be pleased to learn that in every one of the first four cases listed for Arbitration, the Committee recommended that the Notices be withdrawn. That constitutes the greatest event since the inception of the Union 1894.—Jamaica Union of Teachers' Magazine.

President's Column - - -

RECENTLY I have followed with a great deal of interest the reports of the Trustees' Convention as published in the daily press. The Trustees' Association is an influential body and there is no doubt but that recommendations from their annual convention are given serious consideration by the Provincial Government. Many of the problems that engage the attention of the Trustees' Association are of equal concern to the teachers, and, it must be repeated, there are some things in which the A.S.T.A. and our Association have been able to work together. For example, their convention again urged the Provincial Government to share a greater part of the costs of education, and made other important recommendations regarding the financing of education. Many of the resolutions passed would be heartily endorsed by the teachers.

It is, I suppose, to be expected that some of the recommendations passed by the A.S.T.A. would not meet with the entire approval of the Alberta Teachers' Association. Although both the A.S.T.A. and the A.T.A. are vitally interested in giving the children of Alberta the best possible educational opportunities, it does not necessarily follow that the two groups always see eye-to-eye in the methods by which the desired results are to be accomplished.

The press report of November 15, however, carried a resolution passed by the Trustees' Convention to which the A.T.A. cannot but take strong exception. This was a resolution calling upon the Government to abolish continuous contracts and the Board of Reference. While my knowledge of the proceedings of the session at which this was passed is based only on the newspaper reports, I was pleased to see that there had apparently been some lively debate on the

resolution before it passed the convention. No doubt many of the trustees recognize that to abolish either one or both of these provisions would be to aggravate still more the present teacher problem.

Much is said, even in the Trustees' Convention, about the importance and the need of attracting to the teaching profession the best possible teacher talent. It has been widely recognized that to do this it will be necessary to pay better salaries to teachers who are really well qualified. But, important as it is, the salary is not the only consideration. Such things as isolation in some rural areas, the poor living accommodation in many districts, the inadequacy of school buildings and equipment—all have a bearing on the problem. There are many conditions that must be made more attractive before a sufficiency of desirable young people will be really attracted to the profession. And now the trustees propose to add still further to the disadvantages that attach to the job of being a teacher.

For some years now the teachers have enjoyed a certain measure of security in their work, thanks to the continuous contract and the Board of Reference. All of us, of course, have heard trustees say that because of these provisions of The School Act it is impossible for a district to get rid of a poor teacher. They contend (and even the preamble to the resolution in question, as reported by the press, contained this argument) that while teachers can terminate contracts at the end of any school term—June or July—the Boards cannot dismiss teachers. This is not so. Boards can and do dismiss teachers by giving thirty days' notice, before June 20th of any year, the only stipulation being that it be done by a resolution of the Board passed

at a properly called meeting. Surely no one could ask for a fairer method than this 50-50 arrangement whereby either teacher or School Board can terminate a contract by giving proper notice at the proper time. To automatically terminate all contracts yearly would, of course, relieve trustees of the unpleasant task of telling teachers that they were no longer wanted, and place on the teachers the onus of coming to the Board to ask for the job every year. It would give Boards a useful means, too, of dealing with the matter of salaries, since every teacher would have to make a new contract at the beginning of each term.

As for the Board of Reference, its function is to provide a means whereby teachers may be protected against unjust dismissal. To deny them the right of having their case heard by an impartial judge would surely be contrary to all our ideas of justice. What further argument is necessary? True, Boards sometimes lose such a case through some technicality, but this is true of many cases heard in the courts. The fact that there have been almost no cases before the Board of Reference in recent years shows that its existence has achieved the desired result of discouraging dismissal of teachers without sufficient reasons.

I have met many School Boards and teachers in my years in the teaching profession, and especially during my time as a member of the

A.T.A. Executive. On many occasions I have given help and advice to teachers who have been in difficulties with their Boards. I have found that in the majority of cases, when a Board was prepared to talk the matter over with the teacher, the matter could be settled satisfactorily. A small number of teachers may insist on remaining in a school where the Board feels that they are not delivering satisfactory service, but by far the majority would either resign or accept a notice of dismissal. My feeling is that in many instances Board members are not prepared to accept the responsibility of their position by going to the teacher to talk over any difficulty that may have arisen. May I venture to suggest that much could be done by this means to strengthen the work of the teachers in the schools, especially in the cases of teachers who are less experienced.

Both the continuous contract and the Board of Reference were established to meet definite needs. These have not changed. With all due respect, therefore, to the decisions arrived at by the recent Convention of the Alberta School Trustees' Association, I cannot believe that the officials of our Department of Education will see fit to recommend the implementation of the suggestions embodied in the resolution to which I have referred.

Sincerely,
H. C. Melsness.

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CATALOGUE ON REQUEST

EDUCATION IN REVIEW

Forces of Nature Present a New Challenge to
The Universities of the World

By. Dr. Ben M. Cherrington
Chancellor, University of Denver

American education has received high praise for its contribution to the training of men and women for war. An enormous and difficult job was accomplished speedily and effectively. One of the things which made this possible was the fact that all funds, talents and facilities which could possibly contribute to success and victory were made available.

Dr. Cherrington in this article, published at the invitation of Dr. Benjamin Fine, Education Editor of the New York Times, shows the scope of higher education's greater peace-time responsibility. He makes it clear that with the arrival of the atomic bomb motivation for peace-time training is even greater than that which impelled us into action for war-training. Dr. Cherrington's plan for action has stimulated so much comment from the readers of the New York Times and has prompted so many requests for reprints that we are pleased to make it available for your consideration.

*If you would like additional copies of this Reprint please advise us.
—Department of Public Relations, University of Denver.*

SMASHING of the atom strikes a death blow to whatever isolationism may have been left in our American educational system. It may be the catalytic agent for bringing about solidarity of the greater units of world society.

Educators throughout the world have assisted in the achievement of this greatest technological triumph of our generation—the atomic bomb. It remains for them to combine their energies to bring about a solution to the problems of living in a world poised for self-destruction. The No. 1 task of educators now is to assist in harnessing this power for the usefulness, enjoyment and universal benefit of mankind.

Fortunately, Article 57 of the United Nations Charter affords the potentiality for creating whatever machinery may be necessary to fulfill this ideal on an international basis. For the first time, education now has the authority to establish a world organization for educational, scientific and cultural co-operation.

Challenge to Universities

Universities and colleges henceforth must orient the thinking of their personnel—faculty and students—in the relationship of an integrated global community. Obviously, the offering of a few optional courses in international relations will prove utterly inadequate.

Viewed historically, the major functions of the university have been to preserve the accumulated knowledge of the ages and to advance the frontiers of knowledge. In other words, the conservation of culture and its enrichment are its primary functions. These are not ends in themselves, but are means enabling each generation to "stand on the shoulders" of all past generations, thus glimpsing new horizons. Today, we view horizons of opportunity—and peril—never glimpsed by previous generations.

The atomic bomb symbolizes the very real threat to the university in the performance of both these functions. Another war might witness the actual physical destruction of univer-

sity laboratories and libraries with their priceless treasures. But universities are more than buildings and laboratories and libraries. They are men and women. Take away the men and women and only the shell remains. Universities are places where scholars pass on to youth the accumulated learning of the past and the skills to extend it. The more serious threat to civilization is not that buildings will be destroyed but that the continuity of scholarship will be broken by deflecting youth to pursuits of war and violence.

So for the university of today, it is mandatory that it be concerned with the problem of its preservation. Retirement into the monastery, as during the Middle Ages, is out of the question; there is no place of retreat today. The only honorable course for universities is to come to grips with the world—to help in bringing it under rational control. It will be futile for universities in part of the world to attempt this global undertaking if universities in other parts of the world are ignoring the problem or letting it go by default.

Global Effort

To see this clearly, let us suppose, for example, that the universities of Russia and Britain during the next decades fully accept their responsibility by concentrating upon the preservation and extension of culture. Let us suppose further that at the same time the universities of America fail to do this. Imagine, instead, that in America, the atomic bomb, and all the destruction it symbolizes, dominates American life. It is difficult to see how another war could be avoided—one which would probably destroy universities in Russia, Britain, America and the world. Obviously, therefore, the effort to establish rational control must be global. Universities of the world must unite in the effort.

How shall this be done? No one knows the complete answer, but certain things are evident:

- (1) University people of all lands must agree that the problem exists and agree to co-operate in meeting it.
- (2) Those who direct the policies of universities must give them freedom to undertake the task.
- (3) University personnel must have facilities for consultation on a world scale to analyze the problems, develop major lines of strategy, pool their efforts and share results. Devices which immediately suggest themselves include:
 - (a) Frequent gatherings of appropriate personnel—regional and global.
 - (b) Wide-scale exchange of scholars and students.
 - (c) Wide-scale exchange of material, such as books, newspapers, journals, motion pictures, slides, recordings.
 - (d) The fullest use of techniques of communication including newspapers, radio, microfilm and television. Every major university should be able to communicate by radio with every other university in the world at all times. There should be a constant interchange of microfilm, slides, motion pictures and other documentary forms of communication. Airplane service should be available to university personnel of the world, who need to consult frequently. Ocean travel should be available where the saving of time is not so important a factor.
- (4) Facilities should be established within nations and on a global scale for universities to share

their efforts and achievements with the general public through such media as radio, press, television and cinemas.

A Large Program

The above considerations throw light upon the importance and the essential functions of the United Nations organization for educational and cultural co-operation soon to be created. It must be conceived in comprehensive and generous terms. Based upon past experience, the following points would appear to be axiomatic:

- (1) It must strictly serve the purposes for which it is established and not be manipulated for ulterior purposes. Its control, therefore, must be in the hands of competent representatives of education, science, the humanities and the arts.
- (2) It must be truly universal in its policies and operation. It must not reflect predominately the point of view or interests of any one block of countries. For example, Western civilization as against Far Eastern culture.
- (3) It must be adequately financed.
- (4) It must possess the facilities and be free to communicate its activities and its findings to the general public of the world

through the radio, press, cinema and television.

The universities and the world are faced with the old problem of ends and means. Our knowledge in the field of science has outrun our knowledge in the use of science. We are confronted with the question of values.

To what ends should we employ the forces symbolized in the atomic bomb? Unless the peoples of the world—especially the Great Powers—reach general agreement upon this issue, darkness may settle upon modern civilization. Universities must play a leading role in meeting this challenge. We repeat, it will not suffice for American universities alone—nor for American and some of the other universities to undertake the task—all must participate!

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Curriculum Conflict

By D. S. Arbuckle

A WORLD wide conflict has passed its climatic conclusion, but still raging is a much older, more localized and more professional struggle, and it is apparent that it will continue to rage for some time. The seeds of this conflict were sown long ago, and as soon as the word "education" came to have meaning, the clash over "what is to be taught, and how" became inevitable. Plato was as active a participant in his time as were Pestalozzi and Froebel in theirs, as are today Dewey, Judd, Morrison, Kilpatrick and a host of others.

Today, however, this battle of the the curriculum has reached a more clearly defined stage. It is no mere matter of professional argument among educators; it is a struggle which vitally affects, and will affect even more, our very way of life. There is no doubt that just what that way of life will be depends a great deal on the outcome of this conflict.

At no time in history, probably, has there been better factual evidence of how co-operation can affect the defeat of a cruel and ruthless enemy. And yet, at the same time, now that the danger of national disaster from an *outside* enemy has passed, there are powerful voices being raised against co-operative effort. Individual welfare is again becoming paramount in preference to group welfare. We must always, it seems, live in a state wherein cut-throat competition is the order of the day, and the man who is able to rise to the top of the pile, trampling on the bodies of his less fortunate, less vicious, and less intelligent fellowman is often the honored citizen. We measure the worth of a job by the monetary remuneration alone, and it would seem logical that the really "better" jobs would receive

the higher remuneration. But a race horse addict who can earn \$10,000 plus a year has a "good" job. By this national yardstick teaching, most definitely, is a "poor" job.

This trend of thought is very evident in the curriculum struggle of the present day. There are those who believe that any education beyond the most elementary level, especially any form of education which tends to develop a more thinking type of citizen is not only undesirable but dangerous. Let us, say these people, have an elementary-school curriculum which will enable the vast majority of the people to perform the necessary rudimentary tasks—hewing wood and drawing water—but let us make certain that the higher education is limited to the chosen few. And a most logical way to limit it is to make the secondary curriculum consist of "subjects" for which the majority of the pupils will never be able to get credit, and which, most certainly, they will never be able to use.

Then there is the "practical" school who say, "Let us have a curriculum where the student will study only what will be of actual practical use." This attitude is fully as dangerous as the other. It is most reasonable that if John wishes to become a motor mechanic or a mining engineer or an architect he be not forced to study "Agriculture 1" and "Agriculture 2" in high school; however, let us not be so blind as to forget that although John may be the best motor mechanic in the world, unless he is a good citizen his contribution is not of great worth.

The Armed Services are often used as an example of the superiority of "practical" education. But it is forgotten that in the Armed Services,

especially in the earlier desperate days, a man was taught to do a specific task, and that was all. The job of the fighter pilot was to destroy enemy bombers, and everything he was taught was taught with that sole aim in mind. This "education" obviously did not fit him to take his place as a useful and good citizen in a peaceful world. Service authorities are well aware of this fact, and steps are being taken and, in some cases, have been taken for some time, to give service personnel more of an education for future citizenship.

There have been many signs of curriculum upheavals, and more are on the way; but the power of tradition, conservation and inertia is strong indeed, and the almighty dollar always looms large. Luxuries are still of greater importance than better education, and when we are faced with the sacrifice of some luxury, we become suddenly less enthusiastic about educational reform.

The essential purpose of the school must be to produce the truly good citizen—not the ruthless, "I did it so why can't they" type; not the "oh well, I'm getting along so to hell with those bums" type; not the type who believe that all men who are out of work are bolsheviks and never want to work anyway; not the "super race" type of Germany; and certainly not the smug complacent type who assumes that we in Canada have reached the peak of social progress, and therefore can advance no further. The true citizen must be of high character and integrity of mind; he must be a thinking individual; he must be keenly alert and critical if need be, and his great concern must be the welfare of his fellowman—yes, whether they be Jew or Gentile, Protestant or Catholic, black, yellow or white, Canadian, Pole or Scot.

Very nice, some will say, but why dream such dreams, for such a citizen is but a figment of the imagination—

one we will never see. That may be true, but it is even more true that to date we are not over-exerting ourselves in an effort to produce such a type. The home, of course, is the essential institution in the development of the individual, and next to it in importance is the school. Not infrequently, however, the school must needs try to counteract the results of poor home training.

The teacher is obviously the kingpin of the school. But why should our curricular setup be such that the real teacher must spend a goodly part of his time trying to offset its evil effects? Can we not have a curriculum that will assist the teacher in his efforts to direct the child along the road to good citizenship? We can have such a curriculum, and although most educators have long seen the need of radical curriculum revision, there are many reasons why they must move slowly and cautiously.

The power of tradition, and a tendency towards conservatism and satisfaction with what we now have tends to make the public suspicious of any move towards educational reform. And while any curricular reform is difficult if there is evidence of public disapproval, educational heads often make no attempt to initiate reform, but, instead, wait until they are practically pushed by the public. Education officials alone, however, are not entirely to blame if teachers as a body do not stand up and support them.

Again, the influence of institutions of higher learning does not tend to hasten curriculum reform. The secondary school was originally a preparation for an academic university education, and many still see nothing incongruous about a situation where all children entering high school must partake of a curriculum formulated solely for university entrance, although the vast majority will never see a university. It is essential that those in control of institutions of

higher learning realize that the students who grace their halls represent but a small fraction of the youth of the country. They must be men who understand that education is for *all*, and it should prepare and equip each and all for better citizenship. If they actually believe that higher education should be limited to the chosen few who attend their institutions, they certainly are no asset to the nation.

Neither does inadequate preparation of teachers make curriculum reform any easier. Practically all our teachers aim, eventually, at being subject-matter specialists. The unpleasant fact remains that far too many teachers are trained to do nothing other than teach a child how to add or read or write or work out geometric theorems, so that as long as they succeed in this, they feel that their job is completed. At the present time our teacher-training institutions are graduating anything but the best type of individual, and while this is not entirely their fault, the fact remains that progressive educators cannot expect enthusiastic support from teachers who, in their youth, were hardly the froth on the beer.

Furthermore, curriculum changes will cost money—there's the rub. So that, while today it may be fashionable to be enthusiastic about education, there is all too much evidence that when it boils down to an increase of a mill in the tax rate, a new kitchen stove or a new radio or even better chewing gum takes precedence.

Educators must have the power of their convictions: they peddle no cheap product, and any individual should be proud to say, "I am a

teacher." They can make known their convictions, and when such a body as the Canada and Newfoundland Education Association puts forth sound suggestions they can back it with all their might. Surely all teachers believe in the necessity for curriculum revision, and if this is so, they should exert every effort to see that revision is achieved.

Our curriculum must be a curriculum for all; it must be one that recognizes that this is 1945, not 1800; it must prepare the student for the work of the world so that he may be better able to make his little contribution towards the betterment of man. And it is well to remember that a man does not ponder about the betterment of the world when his belly is empty.

But we still do not think of the school as life: it is still a sheltered and artificial setup, distinct and apart from life, and the child all too often can see little or no connection between it and the realities of life. We worship the subject, which becomes far more important than the child himself, and teachers regard themselves as subject-matter specialists. We remain chained by educational tradition, be it good or evil. All too many teachers still have a ground-covering complex—"I must get to page 169 by May 10"; secondary education (of the "better" type) is reserved, and of use only to such as can afford to go to university; we look down our long or broad noses at vocational education which may be "fine" for Mike but not for my Herbert. We live in an academic and unreal world, our curriculum revision has barely started, and we still have a long, long way to go.

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"Ourselves As Others See Us"

(By one of the Guest Speakers)

I THINK I should tell you some of the impressions I gained of the professional achievements of the Alberta teachers, in the gaining of which *pari magna fuisti*. As I cannot overcome the ingrained habits of the schoolmaster, I shall set them down numbered and *seriatim*. They have lessons for teachers in all provinces:

1. There is a fine professional tone amongst your teachers. They read the literature of their profession and know what is going on in the world of education—at any rate, a significant number do. It appears to be unnecessary to explain elementary principles of educational psychology and philosophy in Alberta.

2. Principals, teachers, superintendents and the officials of the Department of Education work together closely and harmoniously, and the vital link in this effective *liaison* is the General Secretary of the Association.

3. A notable fact is the active participation of senior teachers and principals in the work of the Association—particularly the part played by the Faculty of Education of the University of Alberta.

4. I think that the new organization of the Faculty of Education is a step of the greatest significance.

5. The Association as a whole, and the teachers personally, appear to have the respect and confidence of the public. I know that the Associ-

ation has had hard struggles and at one time faced much antagonism. In my encounters with the public I felt that the Association is held in high esteem. It has earned this by the quality of its service.

I have two other observations to make:

1. I was not impressed with the interior of your school buildings—not even of those I was invited to admire. The exteriors were imposing enough, sometimes unnecessarily imposing. The interiors, however, are in the old tradition and suggestive of older conceptions of education. They are, in fact, no better than our own in British Columbia. But our new buildings in British Columbia will be modern, and you should see that yours are too.

2. In the month I spent with you I saw great areas of Alberta. I now may say that I know it in its general character from the Peace River country to the international boundary and from the Rockies to Saskatchewan. I have seen its splendid farms and farm homes, its substantial towns and cities, its enormous productive power and variety of resources, its innumerable signs of wealth and economic activity. A province so rich in natural and accumulated wealth and in income-producing activities is indeed fortunate. It need be no niggard in its social services. It can make its educational system a notable one, and it can afford to give that just remuneration to its teachers which will attract to the classroom and hold there those gifted young people who alone are capable of transmitting the cultural heritage. If it has the delusion of poverty, it should cast out the delusion.



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All good Americans, it used to be said, go to Paris when they die. Good Albertans don't wait so long, but come to British Columbia for their vacations and also to pass the evening of their days. But whenever you come or whatever the reason for your coming, please remember that you and any others of my Alberta friends are welcome at the Fraser Valley home of an honest farmer.

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The Actuary's Report on the Alberta Teachers' Retirement Fund

By A. E. Rosborough, M.A., B.Ed.

Teacher Member, Board of Administrators,
Teachers' Retirement Fund

WHEN the Alberta Teachers' Retirement Fund was established in 1939 it was tacitly understood between the Alberta Teachers' Association and the Provincial Government that for the first five years the pension should be set at \$25.00 a month. The teachers were to contribute 3% of their salaries to the fund, and for the first five years $\frac{1}{4}$ of this 3% ($\frac{3}{4}$ % of salary) was to go into a special reserve fund to provide funds to pay pensions to those teachers due to retire without time to build up a sufficient reserve on their own behalf.

From the first the Board has determined to follow such practices as would maintain the Fund on a sound actuarial basis.

As soon as data could be collected a survey showed that the funds in sight would not carry the proposed \$25.00 pension. Accordingly the Government was asked to secure the help of the larger school districts, who were furnishing the bulk of the teachers going on pension. The city, town and consolidated school districts began paying $\frac{1}{2}$ % of their teacher pay-rolls into the Reserve Fund in 1941.

By July 1944 all the teachers who had been paying since September, 1939, had made their five contributions to the Reserve Fund, which thus faced a considerable drop in revenue from this source. To offset this, the rest of the School Divisions were required to begin paying $\frac{1}{2}$ % of pay-roll into the fund in April, 1945.

It takes about five years for sufficient data to be accumulated to enable an actuary to make a sound analysis of a fund's condition and give valid advice for future operations.

From the first the Board has felt that the pension should be increased as rapidly as the fund could allow. It was raised to \$30.00 as from January 1, 1944. This steady raising of the pension is not a satisfactory solution to the problem of an adequate pension plan for the teachers of Alberta. Realizing this, a new scheme was proposed by the teacher members of the Board, approved in principle by the Board, then presented and endorsed by the A.G.M., and later presented to the Government. Before it could be intelligently considered, an actuarial study of the whole case was imperative.

Accordingly, our Actuary, Dr. Warren of Winnipeg, was asked to make a complete survey of our position and report on:

- (1) the position of the present scheme,
- (2) a basis for allocating profits to the contributors' accounts.
- (3) the financial requirements of the proposed new scheme.

This report is now at hand and copies have been distributed throughout the province and discussed at the

local conventions. *Your local executive should be able to show you a copy if you have not yet seen it.*

One serious difficulty facing the Actuary was that the data he had to use related to the war years when conditions were abnormal chiefly due to the enlistment of so many teachers. He assumed that all such would return to teaching. This is doubtless too much to expect.

The first fact that strikes the attention is that as at August 31, 1944, there were 5,841 teaching (1303 males, 4538 females), 520 others were enlisted (438 males and 82 females); and that 10,822 persons had been teaching sometime during the 5 years from September 1, 1939, to August 31, 1944. This shows about 45% turnover in personnel during this period, in spite of teachers being "frozen" to their task for part of this time.

Taking full account of all factors, the report shows that the Fund is solvent and could stand to raise the pension to \$34.25 a month, retroactive to September 1, 1944.

The Retirement Fund Board has passed a by-law (which, however, is still to be sanctioned by the Lieutenant Governor in Council) providing that the pension be raised from \$30 to \$35 a month, as from January 1946.

The profits earned were considered and the report recommends the following method of allocating profits. Designate the years 1939-40, 40-41, 41-42, 42-43, 43-44 by the numbers 1, 2, 3, 4, 5, respectively. In one column the years of contribution are indicated, and in the other the percentage by which the total standing to the credit of the contributor should be multiplied to arrive at his share of the profits.

Percentage to be added to Contributions to give credit August 31, 1944

<i>Year of Contribution</i>	<i>Per cent</i>	<i>Years of Contribution</i>	<i>Per cent</i>	<i>Years of Contribution</i>	<i>Per cent</i>	<i>Years of Contribution</i>	<i>Per cent</i>
1	15	1, 2	14	1, 2, 3	13	1, 2, 3, 4	11
2	13	2, 3	12	2, 3, 4	10	2, 3, 4, 5	8
3	10	3, 4	8	3, 4, 5	6	1, 2, 3, 4, 5	9
4	6	4, 5	4				
5	2						

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THE PROPOSED NEW SCHEME WAS ALSO SURVEYED

Under the Proposed Plan each retirement allowance is to consist of two parts (a) a service pension and (b) an annuity. The service pension is to be provided by the Provincial Government, and its amount is to be determined by length of service and sex only—the service pension to be \$2.00 a month for each year of service for a male teacher retiring at age 65, and the actuarial equivalent thereof for a female teacher; with 20 years of service necessary to qualify for a pension, and 40 years of service the maximum to count. Age 65 is fixed as the normal retirement age for both males and females, but retirement is permitted from age 50 on, for both males and females, the pension payable in the case of retirement before the normal retirement age to be the actuarial equivalent of the pension at age 65 which the years of service rendered would have earned. It is further provided that if a teacher is permanently disabled from teaching after 15 years of service he be entitled to a disability allowance the actuarial equivalent of the service pension his years of service would have earned at age 65 plus what annuity his accumulated savings will buy, the total allowance to be not less than \$30.00 per month.

The annuity portion of the retirement allowance is the amount which can be purchased by the salary deductions from the teacher accumulated to the date of retirement, having regard to age and sex. Both the service pension and the annuity are to be in the form of "a whole life annuity—guaranteed five years," but the retiring teacher would have the option of electing any other form of actuarially equivalent annuity. On the basis of the Standard Annuitants' Table (1937) and 3% interest as used in this valuation, the actuarial equivalent of a whole life annuity of \$2.00 per month, guaranteed five years, begin-

ning at age 65 to a male, is \$1,735.7 per month for a 5-year guaranteed whole life annuity beginning at age 65 to a female. In the valuation the actuarial equivalent has been taken as \$1.74.

Under the proposed Plan, since each teacher will receive on retirement the annuity which the accumulation of his own contributions will purchase, and on withdrawal or death the accumulation of his contributions will be returned to him or his beneficiary, this part of the retirement allowance is on a sound actuarial basis. The question of the allocation to the individual personal accounts of interest earnings on such contributions prior to September 1, 1944, has been dealt with in Section B of this report. The interest earnings should thereafter be determined annually and posted to the individual accounts of each teacher.

In the following is set out the Liabilities in respect of Service Pensions to those now on pension and to the existing body of teachers for both past and future service. Since it is proposed that at least twenty years of service are required to qualify for a service pension, no liability has been set up for teachers who entered service after age 45. In determining the liabilities it has been assumed that the proposed scale of service pension will not be applicable to existing pensioners.

Were the proposed scheme in effect, the present 120 pensioners would be receiving a total of \$72,928.00 a year in service pensions or on the average a little over \$50.00 a month each. The present value of future service pension payments due them is \$822,784.

To provide the proposed service pensions, it is proposed that the Government set aside money each year on the level premium basis, the amount in each case depending on the teacher's entry age and sex. For those now in service an annual contribution of

\$380,400 or 4.39% of the payroll would be needed. This would take care of service rendered from now on. But there is a backlog of service already rendered by those now teaching. The accrued liability to provide the proposed service pension for service already rendered by those now teaching is \$9,954,000. This service has been rendered over a period of 40 years and some of those now teaching will be on pension 60 years from now. This accrued liability might well be financed by the issuance of bonds to be paid off over a period of forty years.

The new scheme proposes that in addition to the return of the teacher's own contributions in the event of his death, if the teacher leaves a widow or dependent husband, a part or all of the accumulation of the contributions made by the Government to provide his service pension shall be paid to his beneficiary, if at the time of death the teacher had been in service ten or more years in Alberta—50% of the accumulation of such contributions if the teacher had served ten years only, which percentage shall increase by 5% for each additional year of service in Alberta, up to 100% after 20 or more years of service. The present value of such Death Benefit is \$124,400.

The present value of the share of administrative costs chargeable to the present members is about \$80,000.

This valuation was made as at August 31, 1944. At the time of the inauguration of the plan the above accrued liability of \$9,954,000 will have increased by 3% per annum

for the intervenient period and by the amount of contribution which should have been paid toward service pension since September 1, 1944. This amounts to about \$679,000 a year. The accrued liability on behalf of those now enlisted is a little over \$1,000,000. It is doubtful if more than half of them will return to teaching, so that we will not be far out if we take the accrued liability as at September 1, 1945, to be \$10,000,000.

Here then in summary are the main points of the auditors report.

1. The present scheme is solvent and can stand raising the pension to \$35.00 a month.

2. A table for allocating profits as at August 31, 1944 is proposed and profits can be allocated annually thereafter.

The new scheme if put into effect would call for 5% deduction of teachers salaries. This would accumulate to buy an annuity and this part of the fund would remain actuarially sound.

To provide the proposed service pensions would take about 4.39% of the payroll for the service rendered after the inauguration of the scheme, and provision would have to be made to handle an accrued liability of about \$10,000,000 for service rendered prior to the inauguration of the scheme.

Inauguration of the scheme is now a matter for negotiation between the Executive of the A.T.A. and the Government. The Board of Administrators is only empowered to administer whatever act they draft.

- *Dittrich* -

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Germany — Annihilation or Re-education?

A Few German Types

(From *The Scottish Educational Journal*)

(Continued)

3.—A Nazi Family.

WHEN I enrolled for that course in Munich, 1938, I was given a list of addresses. I chose yours. You were bound to be Nazis. You were.

You see, this marvellous Third Reich attended well to details; but, knowing this, I was on my guard. In any case, I wanted to see some real Nazis close up.

When you came to the door, Frau Balk, I was disarmed. Surely this was the wrong address? Not at all, I was right enough. I was the young "Schottlander," wasn't I? Come right in and welcome!

Herr Balk, who worked in Hess's office, was there. He sat, thick-set and muscular, at the drawing-room table. He was clad in Bavarian costume. He shook hands, clicking his heels in military fashion—stiff, but prepared to be friendly.

Hermann stepped forward: a troop-leader in the S.S.—stiff, but friendly in a casual way. Obviously the father would be interested in what I thought of the new Germany. Hermann did not care a hoot.

Don't condemn me, I got to like them, all except Hermann. I was sorry for Hermann. The author who described the Fascist youth as the boy with the plump posterior who has failed his University entrance exams was not far wrong. But Hermann had no fat on him and was a skilled and daring mountaineer. He just could not bring himself to study for medicine. That way the future did not lie.

You see, there was so much fun in the S.S. He had been at the Roehm clean-up. I gathered that he had seen much blood spilt—this from his mother. Frau Balk had a sense of drama and loved to describe how Hitler had found Roehm in the midst of an immoral carouse, had stepped up to him, slapped his face and placed him under arrest.

Such adventures were no incentive to the study of medicine. In any case, the future did not lie that way—not for Hermann.

You. Frau Balk, I liked from the start. Like many women you had taken on the political coloration of your husband. You told me how bad everything had once been in Germany and how much better it now was. Jews, immorality, unemployment and civil discord had been swept away from sight. Everything was now safe and secure. And your husband, the Herr Direktor, was on the staff of "Stellvertreter" Hess. True, you still had to take in boarders, but there was Hermann's career to provide for and Hermann was expensive. Yes, everything was much better, and people in the Friedrichstrasse were careful to be polite to you and Herr Balk.

And to you the rise of Hitler was a drama. You and Herr Balk had known him from the first. You were there to welcome him when he was released from prison after the abortive "Putsch." You and others had advised him to give up the useless struggle. "Never!" he had answered.

And you, Frau Balk, would re-enact the dramatic scene three floors up in the Friedrichstrasse. I remem-

ber your hand raised dramatically, and behind it the trembling white, red and green of sweet peas and convolvulus which Herr Balk had miraculously contrived to grow in wooden boxes on his veranda.

Somewhere near us the green river Isar was rushing past. That evening, as on others, the twelve and fourteen year olds of the Hitler Youth were running in and out of the Siegesallee behind their purposeful leaders—developing stamina.

Then Herr Balk came in. He knew your weakness for drama and disliked it. You disappeared into your kitchen. Ten minutes later you returned with those sugar-coated biscuits I liked so much. Herr Balk and I played rummy with you, drank our bottle of Rheinwein and talked politics.

Herr Balk—why were you a Nazi? The old, old story: your father left you a factory. For generations your people supplied the kings of Bavaria with the fire-works used for public holidays and other ceremonial occasions. You took a Jew for partner and he deceived you, ruining your factory to benefit another in which he had a controlling interest.

For you Nazism was personal revenge first and national revenge second. You made it clear that Britain, France and America had better listen to Germany. Germany would have her colonies back and a place

in the sun. Why had these countries better listen, I would insinuate? He would look at me pityingly and say: "Sie wissen nicht—." "You do not know—." What was it I did not know? I did not know how strong Germany really was.

I guessed, however. Do you remember, Herr Balk, how you used to steal away in your Mercedes Benz with me at the week-ends, down into the Bavarian Alps, where politics and international strife faded away in the blue grandeur of Alpine ridges and the pale green of mountain streams—streams full of two and three pound rainbow trout, especially reserved and protected for Nazi party members. We had good times, for there is no supper better than a whole trout, including the fat cheeks of it, a loaf of bread, a pat of butter and a bottle of Moselle. Do you remember—that the trip was part business, part pleasure? For our journey lay through bogland, at a point where we would cut off from the great white "Autobahn." And there in the middle of the bog you would call on an Austrian professor who was engaged in distilling "Benzin" from peat. Petrol from peat.

Yes, Herr Balk, I did guess from the atmosphere of Germany, the marching feet of soldiers and children, the drone of red and green lit planes at night and the little experi-

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ment in the middle of the bog. Germany intended going places.

Yet, though you knew that war was a possibility, your wife would not admit this for a moment—for a very feminine reason. She knew Hitler's housekeeper, and knew that the master did not want war. All his victories, she said, would be bloodless. If only he might be spared! The only danger, she would say, was the "schwarze Herren"—the blue-bloods and the Catholics.

Frau Balk, you wrote me a letter a month before this war began. "What are all these vile things people are saying about poor Germany?" it ran. You were disturbed and anxious. You sensed an impending disaster. And it happened when Hitler attacked Poland with the sword four weeks later.

Frau Balk, I still have the Salzburger costume you chose for me and the Tiroler stockings you began and my own mother finished. I hope you are dead and that you died easily. There was error but no bad in you.

Herr Balk, you should have known better. If you are still alive you will no doubt be among the guerilla fighters of Bavaria sniping at British and American soldiers who had no desire ever to see the Alps or tread on the German soil. You will be fighting unless those neighbors who

had felt your heel forestalled an allied bullet. Good luck in Valhalla. It is where you belong—not in a modern world.

And Hermann—I must pause! To see Hermann Balk is to see the typical blonde Nazi youth, strapping and fresh as a flower, who found his true mission when he goose-stepped down the Champs Elysees, and when he rose to give his seat to the French matron in a Paris bus. Yes, Hermann looked good.

But when you cut Hermann—metaphorically speaking—open, he did not look good, far less smell good. He had a lazy mind, a mind that did not care to partake of argument because a lazy mind in argument does not shine. Hermann dismissed philosophy, religion and art with a wave of the hand. "Mere words," he would say; "all that will settle nothing!" "What is filasafi?" A naive American girl once said in our company, "A search after truth!"

You laughed uproariously. No one could see why. You just laughed. Not at her accent, either. At the content of her words.

No, philosophy did not matter to you. You were the trained beast with the beautiful black coat—the S.S. man. Oh no! You were the realist. You were prepared to end up in six feet of ground for "Führer and Vaterland." But you looked forward to a run for your money.

Did you do well in Norway, France, Belgium, Crete and Russia, Hermann? Were the girls and the wine to your taste? Was the run a long one and worth while?

You will have to run fast now, Hermann. There is one end for such as you—something cleaner than the gas-chamber, something possibly too good for you: the knife or the bullet or the rope.

Your paid your money and you take your choice.

H. R. S.

(To be Continued)

FASHION DRESS SHOPPE

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Resolutions Adopted by the 1945 C.T.F. Conference at Vancouver

Resolved: That this Committee recommend to the Conference that a delegation from the Canadian Teachers' Federation attend the World Conference called by the National Education Association provided, however, that the sending of such delegates shall not restrict the freedom of this Federation with respect to affiliation with any other World Educational Association, and provided further that the delegates shall report comprehensively on the proceedings of the Conference, and that the Executive shall forward forthwith copies of report to the respective affiliated Provincial Associations.

It is recommended that the Executive contact the National Union of Teachers, the American Federation of Teachers and the Educational Institute of Scotland and others, to sound out their views with respect to World Federations of Educationists.

Resolved: That the Canadian Teachers' Federation pay the annual membership fee to the United Nations Society of Canada.

Resolved: That we recommend to the Conference that the Canadian Teachers' Federation become a body incorporate under the Dominion Companies' Act.

Whereas the financial resources of the Canadian Teachers' Federation at the present time, although tending to manifest prospects for improvement, do not justify the immediate risk of appointing a permanent officer and the establishment of a central office,

Be it Resolved: That this Convention reiterates its determination to

appoint a permanent full-time Executive officer and establish a central office, and the Executive be instructed that at the earliest moment at which finances permit, they advertise for applications for position of General Secretary for the Canadian Teachers' Federation, and that they explore the organization and location of a central office.

Resolved: That the Canadian Teachers' Federation accept the application of the English Catholic Teachers' Federation of Quebec for affiliation; and

Be it Further Resolved: That for the 1946 C.T.F. Convention the composition of the Quebec delegation to the Canadian Teachers' Federation be two delegates from the Provincial Association of Protestant Teachers and one from the English Catholic Teachers' Federation.

Resolved: That the Executive be instructed to study the place of the National Physical Fitness Act and its program and the National Film Board and the Canadian Broadcasting Corporation and their policies with reference to education.

Whereas there is a dearth of authoritative information on matters pertaining to Vocational Guidance Instruction in Canadian schools;

Be it Resolved: That the Department of Labour be urged to prosecute its work in the compilation of such material by the Educational Branch of the Dominion Bureau of Statistics.

Whereas teachers of Canada are obliged to incur expenses for professional improvement; and

Whereas special consideration is given to other professional groups;

Be it Resolved: That the Dominion Government be asked to include the following expenses as exemptions from Income Tax:

- (a) Summer School Expenses
- (b) Cost of Professional Books
- (c) Graduation Fees
- (d) Professional Membership Fees

Be it Resolved: That the Federal Government be urged to pass legislation necessary to adopt a Canadian Flag and a Canadian National Anthem.

Whereas the Provincial Departments of Education have, of recent years, adopted the practice of calling upon teachers to serve on committees of various kinds; and

Whereas this practice is sound educationally and much to be encouraged; and

Whereas teachers so called upon to serve frequently encounter difficulty in securing permission to be absent from their regular duties, or if permission is forthcoming, in finding a satisfactory substitute;

Therefore be it Resolved: That Provincial Departments of Education be urged to make it mandatory upon School Boards within their jurisdiction:

- (a) to release teachers called to serve on important education committees;
- (b) to engage and pay for the services of suitable substitutes;
- (c) to pay teachers their regular salaries for days absent.

Be it Resolved: That, as a long-term policy, the Canadian Teachers' Federation set up a standing committee on superannuation:

- (a) to gather and disseminate information of new developments and new practices in this field;
- (b) to give aid when new plans are being considered in any province,

or when amendments are being drafted, so that such plans and amendments might produce more uniformity rather than greater diversity;

- (c) to suggest to the Provincial Teachers' organizations ways in which reciprocal provisions might be written into their present Acts;
- (d) to investigate the possibilities of exchange of credits between the various provinces and to report ways and means by which this could be implemented.

Recommendation:

"That a Superannuation Committee be appointed by the Executive to consist of three members, on a basis of one member for one year, one member for two years, and one member for three years, and that this Committee secure the active collaboration of a qualified expert."

Be it Resolved: That the Canadian Teachers' Federation Convention, having reviewed the tentative report to be submitted to the Standing Committee on Education of the Trades and Labour Congress of Canada, finds itself in general accord with the policies and general principles there enunciated.

Whereas it is in the general interest of education that teachers engaged in executive work for their professional organizations be afforded time to carry on this work without financial loss to themselves;

Be it Resolved: That Provincial Departments of Education and local School Boards be urged to make provision for this by granting a reasonable amount of free time with pay to teachers so engaged.

(We recommend that a copy of this resolution be sent to the Provincial Departments of Education and to Provincial School Trustees' Organizations wherever such exist.)

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Whereas important aspects of Federal-Provincial Finance are to be decided at the present Dominion-Provincial Conference; and

Whereas the matter of Federal Aid to Education is considered to be one of the most important of these;

Be it Resolved: That we urge the Federal and Provincial representatives at this Conference to see that the matter is included in their discussions with a view to implementing some such scheme in order to assure all Canadian children an adequate standard of education.

Whereas the Wartime Information Board made possible an exchange of inter-provincial speakers from the field of education in the interest of national unity;

Be it Resolved: That the Canadian Teachers' Federation write a letter to the Wartime Information Board ex-

pressing our keen appreciation and hearty thanks for this valuable service.

Science Briefs

DO YOU KNOW?

Piano strings are almost eight times as strong as ordinary steel.

Some forest fires travel faster than a deer can run.

X-rays have now been used in hospitals for just 50 years.

Lily bulbs, formerly Bermudan, are being grown in Florida with apparent success.

Mica, an essential in electrical instruments, is no longer under government restrictions.

A whistle that emits sound waves of too high a frequency to be detected by human ears, but which do irritate pigeons, is to be used experimentally to drive out perching pigeons on a Western public building.

TEACHERS ARE ENTHUSIASTIC ABOUT THE NEW TEXT

"BUSINESS FUNDAMENTALS"

BY

Graham Bruce, M.A., Robert H. Heywood, B.A.,
William T. Abercrombie, B.A.

We want every teacher of courses in economic information and general business training, starting with Grade IX, who hasn't examined this book, to send us a postal card asking for a complimentary copy.

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HEALTH WEEK

February 3-9, 1946

A Word to the Teachers of Canada

HEALTH is a basic factor in school life. A child in good health is capable of instruction, of interest and of full growth, physically, mentally, morally. A child not in good health simply cannot develop as he should in body, mind or spirit. No effort of either the parent or the teacher can be fully effective with the child in poor health, even if the child continue in school. If he is absent the loss to the child is even greater.

The statistics of attendance throughout Canada are startling. Millions of school days are lost every year, and no possible effort can overtake and replace this waste.

Should we do anything about this?

The Health League of Canada is planning its second coast-to-coast Health Week. The dates are the first week in February, 1946.

Health Week will open on Sunday, February 3rd, with messages from the clergy of Canada calling attention to the Christian conception of the sacredness of the human body and the consequent obligation to live according to the laws of health.

Monday to Friday, February 4-8, are assigned to the schools. As in 1945 a booklet will be prepared for teachers, containing a message for each school day to be read to the class, or to form the basis of a talk by the teacher to the class. The 1946 booklet *Heroes of Health* will contain brief sketches of great pioneers in the field of health service. These booklets are to be distributed to the teachers throughout Canada.

Tuesday will be the day for Home

and School Associations and similar organizations. They are asked to present the topic "School and the Home," using their regular meetings throughout the month.

Social Hygiene Day is the first Wednesday of February and recognized as such throughout Canada and the United States. Service clubs are especially requested to have a speaker on health for the regular meeting on their day, or at any of their regular meetings that month. Some 150 service clubs co-operated in 1945, most of them being addressed by the local M.O.H. or some leading physician from the community or an adjoining centre. It was a grand opportunity to call attention to the appalling menace of the venereal diseases. 1946 will see a wider response.

Thursday and Friday and Saturday are left to local initiative to present any features deemed advisable.

Naturally the teachers' organizations throughout Canada will be able to give real leadership in this Health Week. Teachers will be able to look after their own schools, either in their own classroom, or in the school as a whole, if the school be a large school. For example, in any large school the principal and staff can easily arrange for a speaker at their school assembly, a doctor or a clergyman or someone qualified to speak on health and the school.

But teachers can do more than this. Many teachers are connected with organizations: church, school, service, lodge, political, social and the like. An active interest in health will prompt the teacher to persuade his or her organization to have an ad-

dress on health in Health Week or at some suitable date in February, and that meeting should be well reported in the local press.

Any local teachers' organization can secure the co-operation of the local press in publicity for Health Week, not only during Health Week, but advance publicity in press and on the radio. In a word the teacher group can be a local promotion committee to ensure a successful Health Week.

Why should teachers take such deep interest? Kindly re-read the opening paragraphs.

To assist all teachers and others interested in Health Week, the Health League of Canada is issuing in 1946—as they did in 1945—two leaflets (a) *An Outline of Suggested Programme* and (b) *Health Facts*, a memorandum of data intended specially for speak-

ers. The booklet "*Heroes of Health*" will be furnished to the schools. These publications are issued in both English and French and are available on request to the Health League of Canada, 111 Avenue Road, Toronto. Kindly address Secretary, Health Week.

"Mamma, do missionaries go to Heaven?"

"Yes, dear."

"Then if a cannibal ate a missionary, wouldn't he have to go to Heaven, too?"

Girlie: "Do you believe in love at first sight?"

Sailor: "I gotta. I only got two days' leave."

Usually when a man gets too old to set a bad example, he starts giving out good advice.

UNIVERSAL "AYES" — for World Office of Education

The House and the Senate have unanimously gone on record as favoring U.S. participation in an international educational and cultural organization.

Without opposition, the Mundt Resolution (H. Res. 215) passed both the House and the Senate.

Partial text of the Resolution reads:

"Whereas the future peace and security of the American and of all other peoples rest upon . . . effective education at all levels; and whereas the Axis countries have pursued a deliberate policy of destroying the technical, professional and teaching personnel of the countries they have conquered, and have encouraged hatred and misunderstanding; and whereas it is essential to collaborate with other nations to promote educational advancement. . . ."

Therefore both the House and the Senate resolved to urge ". . . the participation by the Government of the United States in the creation of an international educational and cultural organization by the nations of the world, for the purpose of advising together and considering problems of international educational and cultural relations throughout the world, and more particularly, to organize a permanent international agency to promote educational and cultural relations, the exchange of students, scholars, and other educational and cultural leaders and materials, and the encouragement within each country of friendly relations among nations, peoples, and cultural groups: Provided, however, That such agency shall not interfere with educational systems or programs within the several nations, or their administration."

Report on Curriculum Revision in French - 1943-45

By Catherine Barclay, M.A.

A.T.A. Standing Committee's Representative in Charge
of Electives

Calgary, May 24, 1945.

TWO years ago, on May 22, 23 and 24 of 1943, machinery for curriculum revision in Alberta high schools, set up in 1942 through study groups organized by the A.T.A. office, started to turn more rapidly. There was a three-day session held in Calgary at Western Canada High School. Many teachers from all over the Province were present. Chairmen of sub-committees were officials from the Department of Education. Minutes relating to French, of this session, and of the June 19 session, are available from the secretary of the A.T.A. Revision Committee, at present R. M. Dobson, Calgary. English, Science, Mathematics and Social Studies were in the front line. Other courses received no comment or only passing comment. French was in this latter group.

For years previous, from far back in the 1930's, a small committee of teachers of French had been serving as a sort of textbook committee under the chairmanship of Miss K. Teskey, Edmonton. This group was called upon from time to time by the Department of Education regarding texts. Records show, however, that other recommendations were submitted by this informal committee. In April, 1943, the annual general meeting of the A.T.A. authorized the setting up of an Alberta Association of Teachers of French. In June of 1943, Miss Mary Clark (Calgary), Mrs. Violet Brogan (Sylvan Lake), and Miss Helen Smith (Calgary),

were elected by acclamation first officers of the new association. These same officers were re-elected in June 1944, together with others who made up the executive of the past year—Mr. Arthur Goddard (Calgary), Miss Norma Kreutz (Bow Island), Mr. Maurice Lavallee (Edmonton), Miss Catherine Barclay (Calgary), representative on the A.T.A. curriculum revision committee, Miss Doris Berry (Edmonton), representative of the Banff Summer School of Oral French. This executive group agreed to serve as a textbook committee, with Mr. A. Goddard as convener, and various textbooks have been circulated to all members. Written comments on these have been submitted to the convener, who is to have a summary of findings compiled by the end of the present term, June 1945. It was found impossible to have it done by Easter.

In February, 1944, under the direction of the Department of Education, several experimental classes were set up in French 2 and 3. Teachers in charge were asked to stress oral and aural skills to the greatest possible extent. A detailed "log" of what was attempted and accomplished was submitted to the Department of Education. A summary of this was sent out with other reports and questionnaires to fall conventions in October, 1944; and it was printed by the Canadian Modern Language Review (Ontario) early in 1945. Only a few of the Questionnaires dealing with French

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were returned—not enough to give guidance to the committee.

In November, 1944, the Department of Education decided to discontinue the experimental classes, satisfied that enough had been done to prove that better results would be possible under improved conditions. In November 1944 and March 1945, special meetings were held in Edmonton to consider possible changes. At the March session, upon request of the Department of Education, the Alberta Association of Teachers of French submitted recommendations. Three members named from the executive represented the teachers of French: Miss Helen Smith, Miss Catherine Barclay, Mr. Art Goddard. Other members included officials from the Department of Education, the Faculty of Education of the University, Inspectors (English and French-speaking), and other administrative representatives—a group designed to include all points of view on problems to be solved.

Frankest statements of facts and conditions brought up many things for discussion. Chief of the problems are:

1. Should an advanced course for French-speaking students of the Province be offered?

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2. Is it possible to offer a better program in our Alberta schools when, out of three or four hundred teachers now teaching one or more classes of French, only the merest handful can speak French even passably well?

3. How may the dismal fact of our utterly inadequate teacher training of the past be reversed through the new teacher-training facilities at the University? What can be done to encourage and enable teachers now in the field to learn to speak French.

4. How can a program, with the accompanying final examination at the end of the course, be made flexible enough to give freedom and encouragement to these very few students and teachers working under circumstances favorable to effective results in French, until such time as the level of teaching in this field is raised to a point where a better program for all Alberta might be seriously considered, and with it some form of aural and oral examination?

5. Will authorizing new and better texts make much difference to the general ineffectiveness resulting from overcrowded classes, or inadequate teacher training, or from both?

One point of common agreement stood out in discussion of all these questions, a fact gloomily accepted as too evident to challenge: the teaching of French in this Province is most ineffectively done; results do not justify time given it in the high-school curriculum, and in the minds of the Department of Education representatives a program, to be effective, should train students to understand, to speak and to read.

After hours of discussion, agreements were reached on all the major issues which offer promise of improvement in the near future.

1. The 1945-46 Course of Studies is to clarify the aims of the teaching of French in Alberta.

2. Teacher training in French is being given fullest consideration, as all other reforms hinge on the success of efforts to improve teacher training. It is the bottleneck which blocks progress in the teaching of French in Alberta.

3. An advanced course, including cultural French literature, is being planned for French-speaking students.

4. Some changes in texts have been strongly recommended by the teacher representatives on the argument that under any circumstances a good text is better than a mediocre or poor one in the hands of any teacher.

Copies of reports or recommendations referred to in this statement may be had upon request by those interested, from Miss Helen Smith, Secretary of the Alberta Association of Teachers of French, or from Mr. R. M. Dobson, Secretary of the A.T.A. Curriculum Revision Committee. Considered opinion from groups or individual teachers regarding the program or texts in French are always most welcome.

In withdrawing from the A.T.A. Curriculum Revision Committee, where the interest of various electives, including French, was my particular assignment, I should like to express my sincerest appreciation for the co-operation of those teachers of French in Alberta who have voiced constructive criticism or opinion during the past two years; to teachers of the Banff Summer School of Oral French; to sub-examiners at Edmonton in July; to the group of teachers of French in the Lethbridge district; as well as to teachers of Edmonton, and finally to those of the Calgary Association of Teachers of French. This group, started in a very small way in 1938, working with the co-operation of the Calgary Superintendent of Schools, has been actively

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striving ever since for better teaching in their own ranks, for better conditions in classrooms, and for better results for all concerned—for "French without tears"—and with that sense of real achievement and deep satisfaction which comes from understanding and speaking a foreign language.

Maps

The following maps are available for rental, 50 cents for a two-month period. Apply to the secretary:

- Europe politique
- France agricole
- Les Provinces de France
- Amerique du Nord
- L'Australie et Oceanie
- Paris
- Voies Navigables
- Asie occidentale (2)
- Amerique du Sud
- Asie
- Chemins de Fer et Villes de France
- Villes de France
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The Crux Is FREEDOM

By LAC D. S. Hamilton

THE War now ended was like the battle a pearl diver carries on for his very life against a deep-sea monster twenty feet below the surface. After defeating the monster he still has to fight his way through the dark waters to the air above. In the same way after the military war has been won on all fronts, we are still left with a struggle on our hands. The crux of that larger struggle is freedom. The victory we won in the military war will still be very incomplete if, after defeating the monster in the depths below, we still have to win our way to the fresh air above—where we can truly live in freedom!

Freedom and security—the mighty pair—are the two broad results or conditions that all people in all lands want as the very air they breathe. But the long years of chronic shortage of buying power through which we passed before the War have conditioned us and made us much more security-minded than freedom-minded. Some of us are so anxious to gain security at any cost, however it is offered to us, that we are heedless; we do not care if we mortgage our freedom for years to come.

In the *London Times* of December 5, 1940, a leading writer wrote: "To create the new order does not, like war, call for sacrifice of life and limb. But it does call for many of those other sacrifices of profit and luxuries, of rights and privileges, which we make unquestioningly in time of war."

Sacrifice, sacrifice—no more mischievous line of propaganda could be taken! Sacrifice our freedom before we have scarcely begun to use it—when the challenge of the age is: use it or lose it!

The modern novelist, Somerset Maugham, has something to say on this point: "If a nation values anything more than its freedom, it will lose its freedom; and the irony of it is that if it is comfort or money that it values more, it will lose that, too."

But, it may be said, why all this concern? Is there any danger that we may lose our freedom? Do you think it is even seriously threatened?

Yes, unfortunately, it is threatened and very definitely threatened, too.

First, people are unwary, and that in itself is a very serious matter. The price of freedom is unceasing vigilance, it is said. It is too bad if the vigilance necessary is lacking.

Let us not fall for such talk when we are told that this has become a very complex age, an age of experts; that our best interests are served if we turn out in force and sign a *carte blanche* to experts and planners and then patiently stand by to see what they will do for us and with us. The rule of experts and planners can be as dictatorial and inhumane as any rule can be.

Secondly, powerful interests are concerned about increasing their power and limiting your freedom—the freedom of the people. There are still the naïve who cannot believe that this is so. Most ordinary laymen feel that something is afoot, although it still seems too fanciful to comprehend. When the proof is indisputable that financial interests aided Germany to arm for this mass slaughter, while the democratic countries were emasculated by depression, even the naïve should be shocked into inquiry.

Harold Rugg, the great American social studies thinker, whom teachers

in Alberta well know, has great confidence in the resources of the American people and their ability to retain their freedom. He is not, however, unconscious of the struggle which they face: "The immediate future is too uncertain for confident prevision. Certainly if there is a possibility for any people to succeed in our times, we have the best chance. But the problem before us appears to be well-nigh overwhelming." (*That Men May Understand*, P. 317.) "As I said earlier, heroic measures will be required of us, for democracy confronts a battle." (P. 312).

We have confidence in the British people in whom the principles of responsible government and decentralization of power originated. Can we successfully meet the threat that exists? Can we retain and expand our freedom? And by that we mean retain and expand democracy, for democracy is a political system for free people.

The importance of freedom cannot be exaggerated. It is the vitamin-requisite to any happy functioning of the individual or of society.

Freedom is implicit in the teachings of Christ. Jesus said: "Know ye not that the Sabbath was made for man, not man for the Sabbath?"

It is a quality requisite for the wider growth of His teaching. We note that in the dictatorships Christianity has suffered its severest setbacks. The account of Pierre Van Paassen (in *Days of Our Years*, p. 144) of his conversation with Marshal Lyantey, a distinguished French soldier, is interesting in this regard:

"Monsieur, le marechal, you were the proconsul of the French Republic in Morocco as Pontius Pilate was the proconsul of Rome in Judea. How would your excellency . . . have dealt with a man like Jesus?" 'Ah,' he chuckled, 'that is an interesting question! . . . I can tell you at once that Pilate, to my way of thinking, acted correctly as Roman proconsul when

he apprehended the Galilean. . . . Unquestionably a Roman proconsul in Judea could not tolerate a man who told the people things like this: "ye know that in this world the princes and mighty ones have authority, but in the Kingdom which I bring it shall not be so." That's dangerous speech. . . . A fellow who talks like that should be watched carefully . . . Parblue, I would not have waited till He had infected the crowds in the capital with His seditious poison. I would have had Him put before the firing squad in his home province, up north in Galilee.'"

Freedom, again, is important to the growing, or to what Ayn Rand (in *The Only Path to Tomorrow*) calls the "active" individual. The more interests and ideals a person has, the greater is his need for freedom. To "passive" man who is mainly concerned with security and a "good time," it does not matter so very much if he does live in a heavily controlled and regulated system, but to "active" man with ever sharpening ideas with which he wants to experiment it is anathema and purgatory combined to be continually thwarted in his quest after suitable expression.

Most of us can probably find examples of what we mean amongst our friends. I have a friend who is extremely clever at radio. At one time he was keenly interested in a particular branch of it. A little later he was employed to work on that very type of gear, but he was allowed to take so little responsibility with it that he soon grew to detest the stuff. He was a born individualist and wanted to find out and experiment in his own way. There are many more like him, and they are not the least of our great natural resources.

To no group of individuals is freedom itself in their work more important than for teachers, and no group have more responsibility for understanding it and working for it than teachers. If they remain uncon-

scious of its importance while it is allowed to be crushed out, what chance is there for coming citizens to do more wisely? Truly teachers have a very definite responsibility.

What is a satisfactory definition of freedom, and what can we do to retain it?

A simple definition of freedom often given is this: Freedom is power to choose or refuse one thing at a time without interfering with the same right of every other person. Freedom, it should be noted, is *power*. Power must be so decentralized that each individual shall have power to choose or refuse anything which is of concern to him. In matters which mainly concern both him and his neighbours, he will decide in co-operation with them. This brings in the sense of community. Communities may be very small or very large, but each natural community has matters which are mainly its concern, upon which its decisions seriously affect itself only. Upon these matters it should have complete freedom—to choose or refuse as it sees fit. We believe that this principle of decentralization was in the minds of some of the founding fathers at the time of Canadian confederation.

How can true freedom be retained for the Canadian people? There is only one way, and that is by simple, straightforward democracy—the people exercising their sovereign rights. By this way only can maximum true freedom (which necessarily includes maximum security) be achieved and retained with any permanency. Sim-

ple, straightforward democracy involves citizen action, citizen organization to decide results or policy and to see that policy is carried out. (This was discussed in a previous article which had the privilege of appearing in *The A.T.A. Magazine*, October, 1944, "Citizenship—Right Side Up.") Truly, politics in these days is every man's business.

In conclusion, the writer would like to stress four points:

1. The nature of freedom is well clarified by this definition: "Freedom is power to choose or refuse one thing at a time without interfering with the same right of every other person."

2. Freedom is crucially important to the growth and happy functioning of the individual and society.

3. The basis for any lasting achievement of true freedom is citizenship. Active citizenship is essential. (In this respect, the social studies part of our school program is the most important we teach.)

4. Teachers must face the threat to freedom and must shoulder their responsibilities in relation to it.

- (a) School programs should be in consonance with freedom and should be based on interest, which, by the way, does not mean the throwing overboard of discipline and a certain amount of formality.

- (b) Educators must think out clearly what is a citizen's job so that they can teach it effectively, for it *needs* to be taught. Although we have had civic courses they have not yet been taught adequately, because we are very confused as to what we should teach.

- (c) Clear thinking among many of our people is one of the requisites of democracy—democracy is government for free people. Teachers must learn to teach for clear thinking.

For the crux, in the battle democracy is facing, is freedom.

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How Do You Say It?

This is a series of articles, the substance of radio talks by

Duncan Innes, M.A.,

of the McDougall High School, over Station CJCA at 1:15 Sunday afternoons

The CH combination in English spelling has three well-known sound values in English speech. CH is equivalent to TSH in CHAIR; to SH in CHIC; and to K in CHEMIST. Naturally these variations lead to confusion. Just below you will find a column of 15 words. Mark after each TSH, an SH, or a K, as you think proper. If you get them all correct, you probably looked them up first.

CHANDELIER, support for lights.
CHAPERON, one who is supposed to know better.

CHALDRON, a measure.

CHIMERA, monster of Greek mythology.

CHIROPODIST, a help for teachers who never sit down.

CHOLER, rare in classrooms.

CHARLATAN, an expert in all subjects.

CHANTEY, sailor-song.

CHALDEA, every Grade X student should know this one.

CHATELAINE, the lady of the castle.

CHARNEL, a charnel house is a sepulcher.

CHEETAH, wild beast found in Asia.

CHASM, a pitfall for the unwary.

CHOUGH, an Old World bird, and a family name.

CHAMELEON, a lizard of changing colors.

The definitions are included to take your mind off the real issue. If you have marked the list carefully, read on and you will come to the answers later.

At Christmas each year uncounted numbers of decorations remind us

of the STAR of Bethlehem which shone on the first Christmas morning almost two thousand years ago. The word STAR, with its cousins ASTER and STELLA, suggests an amazing variety of ideas. STAR is the native English word; ASTER was borrowed from the Greek and STELLA from Latin. The ASTER which grows in your garden must have looked like a STAR to the man who named it. If you know a girl called STELLA, she may know that her name means a STAR. We find STELLA in CONSTELLATION, literally STUDDERED with STARS. To the ASTRONOMER, a constellation is a group of STARS; to Hollywood advertising writers, a constellation has STARS of a different kind. An ASTRONOMER, from ASTER, studies the STARS scientifically. An ASTROLOGER, also from ASTER, was not a scientist; he believed that STARS influenced the lives of men. If a person were born under a LUCKY STAR his life would be happy and prosperous and we still thank our LUCKY STARS. On the other hand an ILL-STARRED person meets nothing but difficulties all through life. ILL-STARRED means exactly the same in essence as DISASTER; DIS for unfavorable and ASTER, a STAR. A DISASTER is literally anything that happens under an unfavorable STAR, though we probably never think of that when we read about a terrible DISASTER in our newspapers. . . . In the Middle Ages, an English penny was decorated with STARS, and as consequence it was called a penny STARLING or STERLING. Later, English money in general was called STERLING, and still is. Later still, STER-

LING became a standard of excellence for articles made of silver. STERLING silver spoons bear a hall-mark showing that they are up to standard; a high standard if it is up to the STARS as the name might suggest. STAR, STELLA and ASTER are used in other ways as you will recall, and at Christmas time you may be reminded of STARRY-EYED as the youngsters gaze at the Christmas profusion and the STAR at the top of the tree.

The dictionaries allow Xmas as an abbreviation for Christmas. It is spelled with or without a hyphen and it is always pronounced as Christmas, never EKSMAS. The X in Xmas is not really an X at all but the Greek letter CHI which was represented by a symbol somewhat like our X. CHI is equivalent to our CH. It was frequently used as an abbreviation for Christos or Christ, hence the unnatural Xmas. Such a word as Christmas can probably do without an abbreviation at all, but if it is written it should be pronounced properly. . . By the way, the T in Christmas is silent just as it is in APOSTLE, EPISTLE, OFTEN, and others. . .

As we use the word, SPEED means swiftness and quickness in movement, but speed once meant prosperity and success. If you read in a story of other days that the king wished his ambassador GOOD SPEED, you shouldn't take the words as we use them today. The king was merely wishing a successful and prosperous journey. The same idea is expressed in Browning's HOW THEY BROUGHT THE GOOD NEWS FROM GHEENT TO AIX.

"Good speed," cried the watch as the gate bolts undrew

"Speed" echoed the wall to us galloping through.

That was a wish for success as much as for swiftness. But there is a relation between speed and success, and gradually SPEED came to have the meaning we give it today.

One of the commonest errors of the moment is the use of LIKE when AS is intended. Do that LIKE I tell you. You shouldn't read LIKE he does. Perhaps we shouldn't be too hard on school youngsters and radio announcers if we hear that sort of language; the two illustrations above are quoted from teachers.

Nearly everyone has heard the traditional English song, "Here we go gathering nuts in May," and many a person has wondered how anyone could gather NUTS in MAY in ENGLAND. In the Northern hemisphere we are accustomed to gather nuts in the fall. An old issue of John O' London's weekly carries the suggestion that NUTS in MAY is probably a corruption of KNOTS of MAY, that is, bunches of hawthorne blossoms. Whether the theory is correct or not, it does seem more sensible.

THE ANSWERS

CH is equivalent to SH in these: chandelier, chaperon, charlatan, chatelaine, and sometimes chantey.

CH is equivalent to TSH in: chaldron, charnel, cheetah, chough, and sometimes chantey.

CH is equivalent to K in: chimera, chiropodist, choler, Chaldea, chasm, and chameleon.

Five breeds of dogs were found best for Army purposes, and only these, or positive crosses of these breeds, were accepted for military uses; they are the German Shepherd, Belgian Sheep, Doberman Pinscher, Collie and Schnauzer.

Government chemists are obtaining 90 gallons of liquid fuel from one ton of such farm wastes as corn-cobs and cottonseed hulls; the fuel is 50% ethyl alcohol, the rest being butanol, acetone and other flammables.

The Canada and Newfoundland Education Association

TEACHERS OF CANADA

this article puts before you an opportunity to participate in a

PROGRAM FOR THE PROMOTION OF CANADIAN UNITY

through the Schools by

Inter-Provincial Communication and Exchange

The Canada and Newfoundland Education Association believes that the schools of Canada must be builders of Canadian unity. Our Association is working in many ways to help the schools to carry out this purpose. One of the most important

is the three-fold program described in this article — a program which will help teachers and pupils to become understanding friends of Canadians in other provinces, by letter, and, where possible, by living among them.

AN OPPORTUNITY FOR SELECTED TEACHERS

Inter-Provincial Teacher Exchange

For many years there have been facilities for teacher exchange whereby Teacher "A" of one province takes over for one year the work of Teacher "B" in another province, and vice versa. This year of exchange in an interesting and broadening experience for the teachers concerned. More than that, it is an opportunity for patriotic service. The visiting teacher, by working cheerfully and efficiently among new associates, thereby becomes an ambassador of goodwill, both during the year abroad and after resumption of duties in the home community.

The number of exchange arrangements that can be made for any one year is limited, but it is the purpose of this Program for the Promotion of Canadian Unity to provide for as many such arrangements as possible. The first requirement is that a sufficient number of capable teachers apply. To assist you in doing this, and in making your year of exchange a suc-

cess, the following directions and suggestions are offered.

How to Proceed in Securing an Exchange Arrangement

First, decide whether you have the qualifications demanded of an exchange teacher. An applicant must be at least twenty-five years of age, must have had at least two years' successful experience, and must be in good health; you will be required later to secure a recommendation for teaching ability from your superintendent or inspector, and a statement from a physician that you are physically fit. Needless to say, you must be capable of adapting yourself readily to new conditions and you must have the outlook and attitudes of one who regards teaching as a profession, not as a convenient job for a few years.

Second, sound out the attitude of your local board towards the making of exchange arrangements, and find out specifically whether your board has made any regulations or adopted

any policy regarding such arrangements. Where a city superintendent of schools is employed, he is the person to consult. Elsewhere the teacher should ask the local superintendent, or inspector, and, if necessary, the secretary of the board. If there is any definite obstacle to your proceeding further, you will have to drop the matter. If there is merely a reluctance to embark on an unknown venture, you may give assurance that under exchange arrangements all provinces are careful to send out only capable teachers as their representatives, and that the teacher chosen for any particular position will be qualified both by training and experience to do the work required in that position.

Third, if the way is clear, secure from the Officer-in-Charge for *your own province* copies of the C.N.E.A. Application Form for an Exchange Position. You will find the names and addresses of these provincial officers-in-charge listed on the last page of this folder.

Further instructions are given on the application form. It may be added here that under the usual arrangement the home board continues to pay the regular salary to the teacher on leave-of-absence as an exchange teacher. In this way you will continue without interruption payments into the superannuation fund of your own province. Inquiries for any additional information regarding teacher-exchange arrangements may be addressed to your provincial Officer-in-Charge.

This Program is Endorsed by The Canadian Teachers' Federation

"Never has there been in our history a time when national solidarity is more important than today. Before us lies the task of building, in this great Dominion, a society worthy of the sacrifices made in this world war—a Canada in which children may grow up happy, healthy, and unafraid. In the achievement of such a society the teachers of the country occupy a unique position. Their responsibilities and opportunities in

helping to build a United Nation are incalculable. Therefore the Canadian Teachers' Federation is very glad indeed to give its wholehearted endorsement to this Program for the Promotion of National Unity, sponsored by the Canada and Newfoundland Education Association."

E. FLOYD WILLOUGHBY,
President,
Canadian Teachers' Federation.

OPPORTUNITIES FOR ALL TEACHERS

Inter-Provincial Correspondence

All teachers may co-operate in this program by encouraging pupils of all ages to correspond with pupils in other provinces. Put the idea to pupils as an opportunity or privilege and make a list of no more than five or ten who have a sincere desire to correspond. Indicate after each name the pupil's age and grade. Include your own name if you would like to correspond with a teacher in another province. Send the list to the Officer-in-Charge of the program in your own province. You will find his name on the back page of this folder.

Professional Summer Schools in Other Provinces

More and more teachers should be able to attend summer school in some other province than their own. If you can do this, you will make new friends, you will acquire fresh educational ideas, and you will broaden your horizon as a Canadian in every way. About May 1st you can get information about summer school opportunities from the Officer-in-Charge for your own province. Or you may write to the director of the summer school you would like to attend.

N.B.—The Secretary of the Department of Education has forwarded along to the A.T.A. office a copy of the official application form for an exchange position. Presumably such application forms can be secured either from the C.N.E.A. or from the Secretary of the Department.

The A.T.A. Magazine

What WE Can Learn from Army-Navy Training

Into the melee of pro and con over the educational revolution ushered in by Army and Navy use of training aids now comes the clear cool voice of the U.S. Office of Education.

Following are highlights from *Use of Training Aids in the Armed Services*, Bulletin 1945, No. 9 (10 cents) comprising the report of the Committee on Military Training Aids and Instructional Materials:

On Films: "The Armed Forces during the past 4 years have produced more than six-fold as great a number of motion pictures and filmstrips as had ever been produced before for strictly educational purposes. Films were used literally with the entire Army and Navy. It can be said that more people have been subjected to training films as a regular instructional tool than ever before in the history of this country."

Training Aids Included in Curriculum Planning: "In general in the Services, planning of basic curriculum includes planning for the training aids needed. Courses of study are, for example, frequently planned in the Navy by special committees created for the purpose. On these committees serve representatives of the Navy bureau involved, representatives of the Bureau of Training including specialists in training aids, representatives of manufacturers of training equipment, and subject-matter specialists from schools and colleges. Curricula include not only nature, scope, and sequence of subject-matter, but hourly class breakdowns, with lists of training aids in detail for each class period."

Training Aids Development Center: "The Committee does feel, however, that consideration might well be given to the creation in appropriate

educational jurisdictions where initial research would be carried on, through which recognition could be given to individual and local research and through which stimulation could be given to more extended and effective use of appropriate training aids and devices."

Education Can Learn from Advertisers: "The Services have been quick to see, however, that the techniques used in advertising and other promotional activities comprehend a sure grasp of the nature of human motivation and that these techniques are equally applicable to creating incentives for training."

Putting Humor into Education: "The use of humor has received a great deal of attention in thought and practice in the training program of the Services. Especially does it (the Committee) feel that the use of humor may be productive of value for civilian education. Traditionally in civilian education we have felt that the use of humor in instruction is incompatible with seriousness of purpose. Perhaps the Services may be able to show us that we have excluded a most important motivating factor in abstaining from the use of humor in teaching."

Even the Pin Ball Machine: "There are numerous applications of all systems, such as films, filmstrips, slides, flash cards, posters, pictures, scale models—both still and actuated—filmstrips in stereopticons, and shadowgraph. Even the pin ball machine has been adapted to this purpose."

Realism in Education: "A course is laid out, usually several hundred yards in length. Machine guns with fixed angles of fire are set to fire from 3 to 6 feet over the ground

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level. The soldier is required to crawl over the course while the guns fire over his head. Needless to say a high degree of realism is achieved.

"The problem of creating realism in the learning situation has not been overlooked in civilian programs. However, this Committee believes that the experience of the Services in the use of devices, especially the so-called 'synthetic' devices, has definite value for professional, technical, and vocational education."

Learning by Doing: "In many areas in civilian education the pupil or student is never called upon to put together in supervised practice all the

separate things he has learned, and it is not enough to say that he learned these individual items on an experience basis.

"The Committee believes that we in civilian education may find important values in the emphasis of the Services upon complete and integrated programs of 'learning by doing,' and upon qualifications of trainees by practice tests."

Ambergris is a curious substance that seems to be produced only in the intestines of sick whales; formerly used in perfume making, it has now been replaced by synthetic chemicals.

The helicopter is proposed for the farm spraying program because it is a type of aircraft that can hover just over an orchard tree until the spraying of the tree has been thoroughly completed.

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Official Bulletin, Department of Education

No. 90

The Department of Education has been interviewed by Superintendent H. Darling and Inspector E. Brakefield-Moore of the R.C.M.P. These officers are desirous of developing a closer relationship between the schools and the R.C.M.P. in two major respects:

1. The development of an attitude of friendliness and trust on the part of children towards the Police rather than of antagonism and fear.
2. The fostering on the part of the Police, either on their own initiative, or in co-operation with other agencies, of acceptable activities for children which will serve as preventives to juvenile delinquency.

We are asked to inform school officials, consequently, that the constables and other officers of the R.C.M.P. are authorized, and expected as a regular part of their duties, to do such things as will achieve the above ends. Particularly, they are authorized to visit schools to talk to children with respect to matters of law, social responsibility, and the force itself. They are encouraged also to assist in outdoor activities and club work among boys. Superintendents, school principals and teachers should feel free to ask members of the R.C.M.P. for such assistance as they may consider can be rendered.

It is our view that we should do all that we can amongst children to encourage respect for law, to produce a sense of social responsibility and to develop a sane attitude towards law

enforcement officers. Consequently we recommend that the schools avail themselves of the co-operation being proffered by the R.C.M.P.

Important Notice Re Chemistry 2 and Physics 2

CHEMISTRY 2:

The list of the chapters from *New World of Chemistry*, by Jaffe, that are especially required for study in Chemistry 2 is given on page 71 of *Bulletin A*. For the school year 1945-46 two additional chapters should be included in this list, viz., Chapter 11, "Electrons, Protons and Neutrons," and Chapter 27, "Iron and Steel."

Although questions on the topics covered in these two chapters may appear on the 1946 Chemistry 2 examination papers, additional laboratory exercises during the year on these topics are not obligatory.

PHYSICS 2:

Because of serious delays this fall in obtaining Physics 2 textbooks from the publishers, it has been decided to reduce the length of this course for the school year 1945-46. There will be no questions on the 1946 examination papers in Physics 2 on Unit 11, "Radio and Radiations," and Unit 12, "Transportation." It is recommended, however, that the teachers encourage their students to read these two sections of the textbook (particularly Unit 11) as supplementary reading.

Reference Materials for Health Education no Longer Available

The Department of Education has been informed that two references for

Health Education, originally procurable through the Canadian Public Health Association, are no longer available:

1. On page 35 of *Health Education, Book III* (Grade IX), by Rae Chittick, one of the references listed is "Special Milk Number," published by the Canadian Public Health Association. This book is now out of print.
2. On page 55 of *Bulletin A*, one of the references listed for Unit I of the Health 2 course is "The Development of Public Health in Canada," published by the Canadian Public Health Association. The first edition of this book is now sold out and a revised edition has not yet been printed.

Departmental Reading Tests

On September 26, 1945, Departmental Reading and Vocabulary Tests were administered to approximately 17,000 high school students. To date 23,000 copies of each test have been shipped in an effort to cover the Province and make copies available for every high school student.

Students who were absent on September 26th should write the tests at the earliest opportunity. The supplementary result statement for such absentees should be sent to the Department. If any high school has not yet administered the tests, the principal should notify the Examinations Branch, Department of Education, Edmonton, immediately of the number of test papers required.

The September, 1945, results for the Province as a whole are given in the following tables. The percentile scores are based on random samplings of 1,000 Grade X students, 1,000 Grade XI students, and 1,000 Grade XII students. Table I gives the achievement in the Vocabulary Test, Table II the Reading Rate, Table II the Comprehension Test.

TABLE I—VOCABULARY

	Grade X	Grade XI	Grade XII
P ₉₀	46.4	50.4	57.2
P ₈₀	40.6	45.6	53.1
P ₇₀	36.5	41.9	50.0
P ₆₀	33.0	38.6	47.1
P ₅₀	29.9*	35.6*	44.1*
P ₄₀	27.0	32.5	41.0
P ₃₀	24.4	29.7	37.6
P ₂₀	21.9	26.8	34.4
P ₁₀	17.5	23.0	29.6

TABLE II—READING RATE

	Grade X	Grade XI	Grade XII
P ₉₀	471.7	489.3	503.4
P ₈₀	414.7	446.6	471.6
P ₇₀	356.5	389.8	430.8
P ₆₀	333.5	350.3	371.9
P ₅₀	312.3*	331.7*	341.7*
P ₄₀	293.1	311.5	323.4
P ₃₀	274.0	295.7	305.1
P ₂₀	264.0	272.3	281.9
P ₁₀	219.5	239.3	264.3

TABLE III—COMPREHENSION

	Grade X	Grade XI	Grade XII
P ₉₀	131.9	146.1	164.8
P ₈₀	117.0	129.0	145.1
P ₇₀	106.5	118.6	133.6
P ₆₀	99.0	110.1	124.2
P ₅₀	92.2*	102.6*	115.0*
P ₄₀	85.3	95.5	106.5
P ₃₀	77.4	88.1	99.0
P ₂₀	69.3	80.0	89.8
P ₁₀	59.4	67.5	79.6

* Median

In each table the results for the various grades are given in percentiles. Percentile 10 (P₁₀), for example, is the point below which fall 10% of the scores. Suppose a Grade X pupil makes a score of 83 in the Vocabulary. If all the Grade X students in the Province were ranked from the lowest to the highest, he would be 6/10ths of the way from the lowest or 4/10ths down from the top. The median, or mark half-way from the lowest to the highest, is represented by (P₅₀).

Recommendations Regarding Remedial Procedures

VOCABULARY

Of the seventy-five words on this year's test seven were words of one syllable, twenty-two were words of two syllables, twenty-six of three syllables, and twenty of more than three syllables. The best *single* method of improving vocabulary is probably the intuitive grasp of the meaning of the word from contextual clues. At this point the dictionary is chiefly valuable for pronunciation and for verifying guesses. Not enough use is made of the study of prefixes and suffixes. Whole families of words may be learned at one sitting by judicious search for root meanings and their relatives with prefixes and suffixes. It is a fascinating game to play with words, to think of substitutes for a word that is commonplace or slangy or trite; paraphrasing is an interesting exercise, and a good motivating factor when one is working for synonyms or antonyms. Occasionally it is of value to list the words of Anglo-Saxon origin in a selection. After an exercise has been marked for mechanical accuracy, it is valuable to give it another work-over to see how many more expressive, more beautiful, and more definite words can be found as substitutes for those originally used. Students like crossword puzzles; this kind of vocabulary game is fascinating and highly useful. It is certainly more entertaining than looking up long lists of words in dictionaries and trying to memorize their meanings apart from interesting content.

RATE

The letter R followed by a number, as for example, R159 on page five of this year's test, means that the number of words read to this point is 1590. In short, the rate at any specific point indicated by the letter R on the left-hand margin of the page should be

multiplied by ten to find the actual number of words that have been read to that point. If at the end of a test a student's rate is R313, the figure at the bottom of page 9 of this year's test (and the median in Grade X for the Province), he has actually read 3130 words. Since he had 35 minutes to do this he has read about 90 words per minute and has presumably answered questions at the same time. Even granting that he has paused from time to time to think and jot down his answers, his rate is considerably lower than the rate he will have to achieve if he ever wishes to continue his studies in a college or university where rates of reading must be six or seven times faster than this.

Reading rates necessarily vary from student to student, and rates vary in the individual depending on the purpose and mood of the reader. When one reads for information he should read every word, but when he is reading for enjoyment he will race along in some parts or read lazily in others. Slow readers can be taught to read at a more efficient rate. It is a fact that some students have formed the habit of always reading for details and have never learned how to read to secure a general impression. They may be under the impression that all reading is for information or study. If an entire class or an entire school is below normal, as indicated by this test, perhaps several short periods each day should be devoted strictly to reading for enjoyment.

Comprehension

There are many purposes included under the general term "Comprehension," such as, for example: ability to follow directions; to determine the central idea or thought; to make inferences and draw conclusions; to evaluate the author's purpose; to identify oneself with the author's mood, tone, or intention; to distin-

guish fact from propaganda; to discriminate between the false and the true. Some questions test the thinking processes and the reader's power to concentrate on the subject at hand. Some questions test the power of associating the present topic with that which preceded and that which followed; others attempt to generalize by applying the author's conclusions to other situations. If it is found that a student is not reading at a comprehension level commensurate with his intelligence, the teacher should probe for the reason and invent a method to bring him up to his own correct level.

There is a pernicious practice in some schools which destroys all the good habits laboriously built up by competent teachers of reading for comprehension—this is the practice of having one student read something aloud while the class as a whole also reads the same paragraph silently. No student in the group under these circumstances can possibly read any faster than the student who is reading aloud. Some selections in Literature may benefit by this type of reading, which is akin to what in the lower grades is called choral reading, but there is little value in this method in high school grades, and it is quite likely to impede the slow reader who left to himself will articulate his words when he is ostensibly reading silently. If a student is selected to read something aloud, the proper procedure is for the rest of the class to listen to him, following his words by ear but not through the eye, via their own books.

Correlation of Rate and Comprehension

To obtain a simple correlation between the scores on Rate and the scores on Comprehension, the following method is recommended. Taking the rate score to find where the student stopped on this test, find how many marks he should have made if

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he had answered correctly all the questions to this point. With this figure as denominator and his comprehension score as numerator his effective score may be found as a percentage for comparison with all other members of the class. It is not possible to compute Provincial scores on this basis at the present time from the information available, but the following example will serve as illustration. Let us suppose a grade ten student has a reading rate score of R313, which means he stopped at the bottom of page 9. The number of marks possible to this point is 179. If the student's score on Comprehension is 99, he has an effective or correlated score of 99 times 100 divided by 179, which is a little over 55%. All these scores can thus be readily correlated, with the help of the students themselves. It should be pointed out that students are entitled to know their scores on vocabulary, rate, comprehension, and their effective comparative percentage on the basis outlined. A student who finds he is low on one or more of these scores will be encouraged to take steps, by reading more widely or more effectively, to improve himself. The good students should not be content to rest on their laurels. On the contrary they should be given material of a more challenging type so that their vocabulary, rate and level of comprehension will continue to improve.

The Importance of the Teacher

While it is true that poor readers do not, as a rule, like reading and therefore do little of it, the remedy

is not merely to have them read more books; this is an over-simplification of the problem which should be diagnosed for causes. The teacher should try to discover what methods his students are using, for practice in the wrong way is likely to increase rather than decrease the existing disability. It is possible to use intelligently one or more of the comprehension and reading references in the course of studies, or on pages 24 and 38 of the School Book Branch 1945 Price List. Give exercises to improve skill in making inferences, drawing proper interpretations; study the writer's tone, and his apparent intent and point of view. What methods does he use in arriving at his conclusions? How logical is his argument, and how accurate and reliable is he? Show the student how to discriminate between the real and the apparent meaning of what he has read, the surface meaning and the inner meaning.

Those students who intend to take Mathematics or Science or other subjects in Grade Twelve or in University will not succeed unless they learn to read with their minds, because reading essentially involves the reasoning and associational abilities. These skills are not acquired incidentally but through purposeful teaching and practice in looking for details. When the teacher finds that a student is merely going through the motions the reader should be stopped at once and made to read with his brain as well as with his eyes.

Visual Aids to Teaching (Second Instalment)

While the utilization of teaching films in the classroom presents one of the newer teaching procedures, equally valuable visual materials have been used for many years, such as maps, charts, models, globes, posters, blackboards, diagrams, photographs, and pictorial and graphical illustrations

of all types, and have been found indispensable in the classroom.

"The language of pictures is a universal one." A picture arouses the interest of all, whether or not the descriptive material is couched in terms which may be understood or translated. The flat picture is one of the most commonly used of visual materials. Pictures that correlate with the Course of Studies are invaluable in presenting a unit of work.

Every teacher would be well advised to build up her own picture file. Have the students contribute to the project. Student participation will add to the class interest, enthusiasm and, not to say the least, pride, of the students each time the pictures are used in the class.

Pictures for the file should be carefully selected to correlate with the Course of Studies and should be well organized. A series might be built up with a central theme. The prints should be on reasonably good quality paper and mounted on uniform size mounts. Mounting board may be obtained from a local bookseller or from any wholesale paper company having agencies in the larger cities. The picture file may be arranged topically or numerically with a cross reference file so that single pictures may be used for different units of work. Rubber cement is the best medium for mounting. Apply a small amount on the back of the picture, covering entire surface, and on the mounting board. Let stand until almost dry. (It dries very quickly.) Place the picture on the mounting board and rub over with a clean piece of cheese-cloth. This will remove any excess cement without leaving a

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blemish. A chapter on flat and projected pictures in *Audio-Visual Aids to Instruction*, by McKown and Roberts, has valuable information for teachers planning a picture file. This book will be loaned to teachers by the Audio-Visual Aids Branch, upon application.

Two sizes of picture files might be built up, one of a size approximating 11 by 14 inches when mounted, for individual viewing, and one not exceeding 6 by 6 inches picture coverages and 7 x 10 inches mounted, for projecting by a reflectoscope. Studying pictures individually in a library is parallel to the use of reference books. The smaller pictures, when used in a reflectoscope, permit of group discussion.

The sources of supply of pictures are unlimited and optical aids such as projectors are not required for their use. *The Canadian Geographic* and *The National Geographic* magazines will be found gold mines for a picture project. The table of contents for the year is contained in the December issue of *The Canadian Geographic* for each year. A cumulative index is in course of preparation by The Society. Back numbers of this pictorial magazine may be procured by writing direct to The Canadian Geographic Society, 49 Metcalfe Street, Ottawa. Single copies of *The National Geographic* ordered in the name of the school may be purchased at fifty cents each. The Society issues *School Bulletins* weekly throughout the school year to teachers, libraries and students above the elementary grades upon payment of fifty cents annually. These bulletins contain pictures and other material suitable for Social Studies. A cumulative index of *The National Geographic* is available for \$2.00 in Canada. For further particulars write to The National Geographic Society, Washington 6, D.C.

Pictorial Education, published in England, would be worth-while in any

school library. The pictures are black and white. The subscription is \$3.50 per year, or \$4.50 with four extra issues, and will be taken at the larger news agencies.

Building America is a photographic magazine on Modern Problems sponsored by the Society for Curriculum Study and assisted for five years by the Lincoln School of Teachers College, Columbia University. One study unit is published each month from October to May. Back numbers are obtainable as single paper-covered units or in bound volumes. The subscription rate is \$2.25. A letter addressed to Americana Corporation, 2 West Forty-Fifth Street, New York, N.Y., will bring further information.

School Boards and Divisional Boards would make no mistake in placing any or all of the above magazines in the library. They might be circulated among Divisional Schools.

Coloured pictures of birds in different sizes, accompanied by descriptive leaflets, may be obtained from The National Audubon Society, 1006 Fifth Avenue, New York. *School Nature League Bulletins*, four page illustrated leaflets, are also obtainable from this non-commercial society. Picture study of birds might result in the organization of *Audubon Junior Clubs*. This would be a worthwhile enterprise for any school. For particulars, write to the Canadian representative of the Junior Audubon Clubs, Canadian Nature, Toronto.

Coloured pictures of wild flowers are obtainable from The Museum of the State of New York, Albany, N.Y.; Wild Flower Preservation Society, Washington, D.C.; Perry Pictures, Box 4, Malden, Mass., and other sources.

There is available to the teachers of the Province from The Field Crops Branch, Department of Agriculture, Edmonton, as long as the supply lasts, a set of posters on *Weeds of Alberta*. This is an attractive set of coloured

illustrations. Each poster contains illustrations and textual material outlining the methods of control. The Optimum Grade Placement of this series is Grade VIII General Science, and the Grade spread—IV to X.

Small colour prints of pictures suggested for picture study for Grades I to XI may be procured at very small cost from The School-Book Branch. These may be projected on a screen without loss of colour.

There is now ready for circulation an additional series of pictures placed in the library of the Audio-Visual Aids Branch by the United Kingdom Information Service, Ottawa, dealing with the uses of RADAR ashore and in the air over Britain. This series is of general interest and is available upon application. (Number G-8).

The Audio-Visual Aids Branch has under way the preparation of a few series of coloured pictures of birds, wild flowers, animals and minerals of Alberta, also reproductions of the Canadian paintings suggested for picture study in the Intermediate School

Programme. An announcement will be made when they are ready for circulation.

The school museum in which all types of models and specimens may be exhibited and handled by the students would be a beehive of activity in the school. The school museum and the school journey are credited as carrying the greatest value of all visual aids to teaching. School journeys have been used as a teaching procedure in England and on the continent of Europe for many years. In some European countries two major journeys are recommended during a school year. In the United States, school buses are provided by some School Boards for transporting the students to the project under study.

All of the Visual Materials not requiring optical aids for implementation are available to all schools of the Province without any great financial outlay! Most teachers are alive to their possibilities. All are urged to make the most of the opportunities at hand.

EDUCATION and 60,000,000 JOBS

"From any long-run point of view education is, therefore, the most important single activity of civilized man."

Henry A. Wallace, Secretary of Commerce, says this in **60,000,000 Jobs**. Among his other observations are these:

Education for the General Welfare

"We must educate our children not only to make a success in life as competitive individuals—but also, and even more important, to work together in the service of the general welfare. In recent years, education has placed so much emphasis on the individual, and so little on the general welfare, that both government and business have become more and

more a battleground of selfish pressure groups."

Federal Aid

"This is a shocking statement to make, I know—but the United States, considering her material wealth, is one of the most backward nations in education in the world. True it is that in certain states we spend 125 dollars of state and local funds a year to educate a child. But in other states the local communities are so poverty-ridden that they find it hard to spend even 25 dollars a year. The poor education received by the children born into these backward areas is both a national disgrace and a national peril. Before the war state and local governments spent \$3,000,000,000, of which the

state and local authorities might furnish \$2,700,000,000 and Federal Government \$300,000,000. The cost of World War II to the Federal Government has averaged around \$300,000,000 a day. Surely, it can spend as much in a year to support our public school system—which, after all, is a front line of defense of our national liberties.”

Adult Education

“As a nation, we would have a much broader knowledge of international affairs if more of us learn-

ed another language. None of us is too old to learn something new. It is just a question of wanting to learn with the whole intensity of our being. I put in enough spare time to learn a little Spanish at fifty—a little Russian at fifty-five—and, at fifty-six, enough about flying so I could solo and land a plane by myself. And I have known of others who learned to fly at seventy. Moreover, the older folks, by learning new things, often stimulate their children. I'm sure that if I hadn't learned Spanish, my daughter and one of my sons would never have studied the language.”

RIB TICKLERS



In the University of Wisconsin, students undergoing an examination in English were asked:

“Write of examples of the indicative, the subjunctive, the potential, and the exclamatory moods.”

To which one struggling pupil complied with the following:

“I am endeavoring to pass an English examination. If I answer 20 questions I shall pass. If I answer 12 question I may pass. God help me!”

A man dropped his wig in the street and a boy picked it up and handed it to him. “Thanks, my boy,” said the owner of the wig. “You are the first genuine hair restorer I have ever seen.”

A government department included in its highly scientific intelligence tests for candidates a couple of trick questions to which they fondly believed there were no answers, and to which they expected none. Imagine their embarrassment one day when

a bright young college student proceeded to answer them.

“How long,” ran the first question, “is a piece of string?”

To which the applicant replied: “A piece of string is twice as long as the distance between its centre and either end.”

“How far,” pleaded the second query, “can a dog run into the woods?”

“A dog can run only half way into the woods,” said the bright boy from college. “After that he's running out of the woods!”

When the next questionnaire was handed out, the two trick questions were strangely missing.

A mother called her young son into the house to reprimand him for rough play. “Freddie,” she asked, “why did you kick Teddy in the stomach out there in the yard?”

“He turned around,” explained Freddie.

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary.

Building Better Citizens

By DR. JOHN P. LIEBE, Lethbridge

A very practical and timely proposal has been made recently in Lethbridge; a proposal which would certainly help to solve one of the most difficult school problems in Southwestern Alberta. It has been suggested that the Prisoner-of-War Camp at Lethbridge be converted into a community school that would serve all those students from the Cardston, Taber, Macleod, and Lethbridge School Divisions, who are not preparing for an academic career. It has long been felt, particularly in rural areas, and it is now officially acknowledged by our educational authorities, that Alberta high schools cater too much to the needs and interests of a minority of students who wish, or are expected, to enter university. A good many options have been introduced in order to serve and interest the whole high-school population; but this time-honored academic method of presenting textbook material in a classroom with forty desks still prevails. In fact it is doubtful whether our high schools will ever be able to serve the needs and interests of all students within the traditional limits of a school building. The Alberta high school must expand beyond the lecture hall into various collective enterprises which link up with community life. It also must grow firm roots in the soil which gives the majority of our citizens a living.

The Story of Farm Mechanics

Alberta will never have high schools for everybody, and our youngsters will always drop out of school at a fast rate between grades nine and

twelve as long as we develop only one type of high-school education. How difficult it is to answer the genuine needs of the community through the established type of high school is borne out by the story of Farm Mechanics. Ten years ago when General Shop courses were introduced in the Province, a rural teacher suggested to the curriculum committee that "Farm Mechanics" be included. Her voice was the voice of the rural population of Alberta. So her idea was accepted and worked into a very comprehensive outline which included woodworking, blacksmithing, concrete, painting, working with fabrics, harness repair, upkeep of farm machinery, electrical work, and wickerwork. Although this course received official sanction, it was never taught for many years. By and by a few pioneers among shop teachers tried it out. Two years ago the organization of the Industrial Arts Teachers of Alberta suggested that Farm Mechanics be taught at summer school. A special instructor was engaged. But to serve the needs of youngsters who will return to the farm after completing grade twelve takes more than another course and another summer-school lecture. It calls for a new variety of high school. So the issue of Farm Mechanics has now been linked with the widespread agitation for the Composite School or Community School, sometimes referred to as the Village College. It has become clear that in the academic high school Farm Mechanics, and in fact, a good many other courses of handwork, will probably never find the proper conditions which

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favor their full development. The Community School will open a new avenue for manual education.

It Can Be Done in Lethbridge

The City of Lethbridge is fortunate enough to have the facilities for a Community School in her immediate neighborhood. The section of land on which the Prisoner-of-War Camp now stands would make ideal school grounds on which the classroom work can be put into practice. Numerous buildings, utilities, gardens, and playgrounds are available. The youngsters who would enter from the intermediate schools in southwestern Alberta could find that happy balance between handwork and "intellectual" work which is so desirable in the age of adolescence. The curriculum will be so near to the realities of life that shop and classroom teachers can embark on a common activity. School work will vary with the seasons. It will not be necessary to say, "Let us pretend." Everyone will be engaged in one big collective enterprise.

A shelter belt on the north and west side would mean much to everyone. When water is plentiful, someone must irrigate. If some students are hard up, they can be presented with scholarships in the form of gainful employment. Imagine how much cleaner the rooms will be, when the boys will have finished broad concrete walks between all buildings. Feeding some four hundred students and the staff is a task which offers the widest scope for training in home economics. A hospital already exists; there is no

better place to take up home nursing. School enterprises will spring up naturally and urge themselves on teachers and students.

We often regret that so little attention is paid to character training; yet everyone can see that a course in ethics or Bible reading would make little difference. In a Community School, where teachers and students share more than lessons, where all have to get along on the same grounds, character is formed almost imperceptibly, as occasion arises.

Creative Leadership Needed

It shall not be denied that the beginnings of such a Community School call for creative leadership. The various activities must be built up gradually, and enrolment should slowly rise as new units of the school community come into operation. But the effort is worthwhile. The actual deal which would set such an enterprise going is, of course, between the Department of Education and the War Assets Corporation. But it cannot lead to success unless the whole plan has the wholehearted and also the practical support of the citizens of Lethbridge. Thousands of people from southwestern Alberta come to our city to do business. Why should we not provide an advanced type of Community School where they can get the best training for their boys and girls? The opportunity which is offered to our City and to the south of the Province through the evacuation of the largest Prisoner-of-War Camp in Canada comes only once in a lifetime. Let us act now!

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The MATH-SCI Corner

DR. A. J. COOK
University of Alberta

J. T. CUYLER, B.A.
Medicine Hat

EVA JAGOE, B.A.
Calgary

While contributions may be sent to any of the Co-Editors, those concerning the intermediate and elementary school are of special concern to Miss Jagoe, c/o Faculty of Education, University of Alberta, Calgary. Send high school science material to J. T. Cuyler, Alexandra High School, Medicine Hat. High school mathematics items should be sent to A. J. Cook, University of Alberta, Edmonton.

The classroom jottings which appear below illustrate one function of the corner, namely, to encourage a free exchange of teacher experiences. We urge others to send in contributions of this sort.

The article on quantitative thinking is based on a talk given at the fall convention of the Edmonton district rural teachers. It is published on the written request of one of the members of the convention executive.

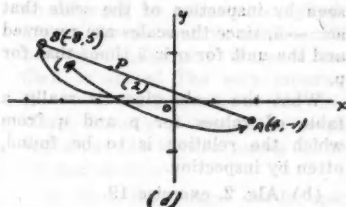
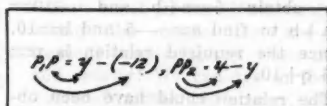
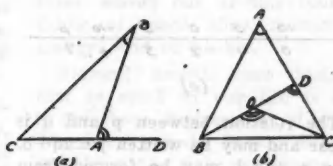
Classroom Jottings

E. McKEE, Mundare.

1. Angles of different size in figures may be indicated on the black board as shown in the figures (a) and (b). Thus in (a) the double loop emphasizes that the external angle is larger than the indicated internal angle.

2. Figure (c) shows an easy way of teaching order in the formulas for directed length, as illustrated by the example: Given P_1 , $P = -3$ PP_2 , when the points have co-ordinates P_1 (5, -12), P_2 (5, 4) and P (x, y). To find x and y. The solution readily follows from the figure, since $y+12 = -3(4-y)$, giving $y=12$.

3. The formulas for the division of a segment AB are easily applied following fig. d. It is required to



divide AB such that $AP=2$ PB. AP is labelled (2) and PB is labelled (1). The loops indicate the weights given to the co-ordinates. Thus:

$$x = \frac{2(-8) + 1(-4)}{2+1} = -4,$$

$$y = \frac{2(5) + 1(-1)}{2+1} = 3.$$

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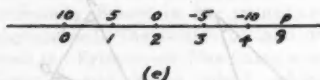
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4. Two examination questions on Grade XII mathematics (1945) are of interest.

(a) Trig. and An. Geom., exercise

4. The double scale (fig. e) shows the relations between two variables p and q . Express p as a function of q .



The relation between p and q is linear and may be written $p=aq+b$. then a and b may be formed from two pairs of corresponding values of p and q , say (1, 5) and (4, -10). We obtain $5=a+b$ and $-10=4a+b$ to find $a=-5$ and $b=10$. Hence the required relation is $p=-5q+10$.

The relation could have been obtained more easily from the pair (0, 2) and (10, 0). It may also be seen by inspection of the scale that $a=-5$, since the scales are reversed and the unit for q is 5 times that for p .

What the scale gives is really a table of values for p and q from which the relation is to be found, often by inspection.

(b) Alg. 2, exercise 19.

If $\frac{1}{x} : \frac{1}{y} : \frac{1}{z} = 3 : 4 : 5$, find integral values of A , B and C in the proportion $x : y : z = A : B : C$.

Clearly $x : y : z = \frac{1}{3} : \frac{1}{4} : \frac{1}{5}$.

Also the L.C.M. of 3, 4 and 5 is 60. We may multiply the fractions on the right side of the equality each by 60 without affecting the equality. Hence $x : y : z = 20 : 15 : 12$.

Hence $A : B : C = 20 : 15 : 12$. 20, 15 and 12 are the smallest integral values which are possible; any set of multiples such as 100: 75: 60 would also serve.

It should be noted that proportions in valuing the ratios of three variables are difficult for students. An example of the occurrence of such proportion is the law of sines in trigonometry.

The Role of Quantitative Thinking in Education

By A. J. COOK, Department of Mathematics, U. of A.

With the physical violence of war at an end, it is easy for us in such a pleasant land as Canada is to live ostrich-wise in terms of immediate or prospective comforts. Warnings about atomic bombs are likely to have less effect than we imagine upon us, because horror is far away enough to be unreal, and we can always hope that somehow things will be all right.

Too, the growth of fine character is a slow achievement. It belongs to the deeper processes of life, akin to the growth of a tree in time, yet more subtle and more exposed to the fury of elements which can warp and shatter and destroy.

So also are the social achievements of fine character. The building of a sound home is a life-time task and requires persistence, energy and courage, to say nothing of stable vision.

Amid the insistent clamor of world need it is as though there was no possible way forward other than through quiet processes of growth, personal and communal, which seemingly cannot be hurried, which require a life-time at least for fulfillment, and which curiously enough are not for sale across store counters.

This then, it seems to me, is a first requisite for sound teaching,

The A.T.A. Magazine

namely, a sound philosophy which is grounded in life realities.

Whatever special aspects of such a philosophy need emphasis in terms of the teaching of a particular subject, and there are such, these must never be allowed to obscure the more fundamental issues. Rather the teaching of the particular subject must be a vehicle of life-teaching, serving to re-inforce or to underline the particular aspect, but never to obliterate the basic purposes of living.

For too many people the question "what is life all about?" will be answered in the light of experience, with cynicism, which is always akin to Giant Despair.

Suppose, however, we begin abstractly with the world of geometry, the one dimensions of the little child who loves to push objects back and forth along the single track of the window ledge. Soon we have two dimensions, length and breadth, not merely of the school blackboard, where alas still too often we leave our geometry, but the length and breadth of our wide prairie land, the expanse of the sea. . . . Now we have three dimensions, a world in which we can build bridges and fling up vast earthworks, in which the depths of space beckon our imaginings to the great infinitudes of the visible world. There is a grandeur and endless fascination about this spatial world, where we frail creatures contemplate its wonder, all the while confined to the two dimensional skin of a tiny whirling sphere!

But not for long are we content

with space, for the fourth dimension of duration carries us out of the present, backwards to the spectacle of human history and all its antecedents which have baffled our best imaginings; and of the future—what shall we say?

With our four dimensions of space and time we have a stage nearly set. Despite the vast emptiness of space-time we all realize the presence of matter and of energy. So important, so fundamental are they, that there are those who see the whole scene in their terms. We are creatures, woven out of this four-fold fabric of space, time, matter and energy. And so we are.

Bertrand Russell once remarked that so much of our life is spent in the sheer displacement of matter. We carry parcels, books, dishes to and from the sink; we create vast transportation schemes to move the earth's materials including ourselves.

How much of our life is contained within the magic (or are they tragic?) words: space, time, matter and energy! We can see in the vast stores of matter and energy, employment and hence sustenance for all the races of mankind—there need be no idleness, no poverty, no physical misery, for the world's millions. With proper management there is more than to spare! The very misery of the world challenges us to this vision. *There is nothing inherently insufficient about the world's supply of matter and energy.*

In those four magic words: space, time, matter and energy, are contained much of man's knowledge,



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whether it be of evolutionary conceptions, economic theory, mechanical principles, or of chemical analysis,—with all their enormous consequence for the practical arts and sciences—agriculture, industry, medicine, commerce, the military arts and so on.

There are people who stop here. They say that what has been outlined above pretty much embraces all there is to life; whatever else remains is a kind of residue, a sort of effect of such causes, and mainly accidental or fortuitous in character. Should you encounter sorrow and loss,—that's too bad, but still incidental—your main attribute is that you are a possibly useful nucleus in a total assemblage of space, time, matter and energy.

Whatever sublime elements there are in such a universal conception, and there are such elements in it, it is not difficult to see how it becomes the ready servants of the unscrupulous, the embittered, and the rapacious in our midst. There is inherent in such a scheme no restraint of personal power, no law of conduct, no tradition of courtesy, no obstacle to barbarism. Yet its universality is apparent, and its very sublimity tempts men to all the devilry which we now know, if we were ignorant before, unrestrained human activity is capable of.

Here then in outline is materialistic philosophy. Whatever particular name or form it may take, its bases are the same, and its power is the same, for it is rooted in important universals.

Taken alone it is a false philosophy, and if our math. and science teaching encourages such a world outlook, then such teaching is for slavery and

not for freedom. It is natural enough to see how such a philosophy can be taught often unwittingly by the teachers of math. and science because it is based upon the very elements with which math. and science deals. Somehow the student must see, and see clearly, much more, or else our education is education for further catastrophe.

(To Be Continued)

Teaching About the United Nations Charter is the title of a new National Education Association pamphlet. Topics include: What is the Charter, and Teaching Outlines on the General Assembly of the proposed United Nations Organization, its security council, economic and social council, trusteeship council, international court, and the UNO secretariat. Also included are a teaching outline on the significance of the Charter and a list of related documents.

A young mother was aboard the Staten Island ferry with her little boy. A tugboat passed with a big vessel in tow, and every once in a while the tug would whistle a blast or two. The towline stretched from tug to steamer.

"Look, mama," the little boy said, "The big boat has the little one by the tail and it makes the little one squeal."

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Youth CHALLENGES the Educators

By Leonard Bercuson, M.A.

Report of Canadian Youth Commission published by the Ryerson Press.

EVEN in this day of "democracy in the classroom" it's a rare pupil who ever gets the chance to tell his educators just what he thinks of them. That is why "Youth Challenge the Educators" provides such stimulating and provocative reading. For here are the candid opinions of approximately 1,500 young Canadians between the ages of fifteen and twenty-four. They come from all walks of life, from every province in the Dominion. Workers in mine pits, students in universities, housewives and stenographers, engineers and clerks, all offer their reactions to the education they have received during the past ten or twelve years. Replying to twenty-six carefully thought-out questions, submitted to them by the Canadian Youth Commission, these young people have given answers which, now that they have been tabulated, are ready for the careful consideration of those whom they concern most—the educator.

What, for example, do these students and recent graduates think that a teacher is worth? Enjoying the freedom which anonymity gives, they put down their estimates to question twelve on the questionnaire which reads: "In 1941, 50% of Canada's teachers received less than \$782 per year. What do you feel would be an appropriate salary for an average experienced teacher?" It is comforting to learn that youth is well aware of the absurdity of expecting competent teachers for less than \$800. On the other hand, the median suggested salary reflects the low repute in which the teaching profession is generally held, for it is a meagre \$1,160. Even that, however, represents an increase

of 53% in average remuneration over what is currently being paid. There is some consolation in knowing that the responsible citizens of tomorrow will expect a more adequate salary for the country's teachers. Educators will find comfort as well in a rather surprising outcome of the questionnaire. Contrary to much that every-day discussion and comment would lead one to believe, the teacher as such is not the centre and source of all the frictions, discomforts and maladjustments suffered by young people as they pass through school. Of the 1,467 young Canadians who were given the attractive opportunity of unburdening their souls about the defects of their schooling, only 3½% made a plea for better or more sympathetic teachers.

Since motivation is a primary concern of educators, the first question asked on the questionnaire is a matter of more than passing interest. It reads as follows: "While all may be important, which of the following do you think is the most important reason for going to Secondary School?"

- (a) To enable you to get a better job—3.
- (b) To improve your social position—7.
- (c) To increase your knowledge of important subjects—5.
- (d) To prepare you for university entrance—6.
- (e) To help you understand the complicated problems of modern society and the responsibilities of a citizen—2.
- (f) To prepare you to spend your leisure time in satisfying and constructive ways—9.

(g) To teach you how to get on with other people—8.

(h) To help you think clearly so that you will be able to deal effectively with the problems of life—1.

(i) To help you discover and develop your abilities and interests—4.

The numerals to the right indicate the order of preference. They show as well that young people rate clear thinking and good understanding in the social field as the most important values which the school can give them. Further tabulation of the answers to this question reveals an interesting sidelight, namely, that while boys attach more significance to objectives like improving their social position and preparing for university entrance, girls are more concerned with increasing their knowledge of important subjects, preparing for leisure or getting on with other people.

The answers to question four offer much food for thought. Here the young Canadians were bluntly asked "Can you suggest any ways in which your schooling might have prepared you better than it did for what you have had to do since leaving school?" It is perhaps noteworthy that a goodly number made no specific recommendations, but out of the 1,023 suggestions received, these definite trends emerge:

The youth of Canada want the schools to get closer to the working world.

They want the schools to get closer to the world of conflicting political, economic and social forces.

They want the schools to prepare them for graceful participation in social living.

The views of youth are equally forthright on the vexed issue of national unity. Listed below are the reactions to question eighteen:

"How do you think we can best help to make Canada a truly united country?"

(a) By urging that Canada become a one-language country—12.

(b) By refusing to admit to Canada any people not of the white race—5.

(c) By pursuing policies which the majority believes to be right, regardless of consequences—5.

(d) By taking active steps to promote understanding and co-operation among all groups—34.

(e) By each of us endeavoring, as individual citizens, to practice patience, tolerance and goodwill—27.

(f) By making English and French compulsory in all schools—15.

(g) Others—2.

The numerals at the right represent the per cent of all opinions. They reveal clearly enough that in the opinion of youth language is not the key to Canadian unity; nor does it lie in racial exclusiveness or the domination of a majority group. Rather, our young people favor the goodwill approach to the problem, a most hopeful omen for the future.

Educators will be interested to learn that over 75% of those polled expressed themselves in agreement to question 23 (a) which read: "It is held by some people that religious training should be a part of everyone's education. Do you agree?" On the method of instruction, however, these young people were vague and indefinite, reflecting the current indecisive attitude toward religious matters.

There was no such lack of conviction in the answers to question 25. "Though the poorer Canadian provinces spend as large a proportion of their public revenues on education as

do the richer provinces, still many of these poorer provinces provide only a 30-dollar-a-year education for their public school children, while the richer provinces provide approximately 80-dollar-a-year education per child in school. Should the Dominion Government provide educational grants to correct this inequality?" One out of twenty was undecided on the issue, another one was opposed; but eighteen out of every twenty were staunchly in favor.

They voted in the same overwhelming manner on question 26. "Do you feel that Canada should provide for its young people the type of educational opportunities you have suggested in this questionnaire even if it means higher taxes?" In other words these young people put themselves firmly on record in support of a broader, more vital educational program for all which would include:

- (a) Continuing juvenile schooling to the average of eighteen years;
- (b) Raising the average remuneration of teachers from \$782 to \$1,200 per year;
- (c) A well-developed system of Vocational Guidance in schools;
- (d) Medical and dental examinations and services in all schools;
- (e) Public assistance to students who require it to continue their education;
- (f) Dominion assistance to the provinces to equalize the educational provision for all Canadian children.

And, finally, they expressed their almost unanimous willingness to foot the bill.

Teacher: "Lot was warned to take his wife and daughter and flee out of the city. Lot and his wife and daughter got safely away."

Student: "What happened to the flea, mam?"

Turns with a BOOKWORM

Book Review

I AM A LUNATIC—By R. H. Storer and F. Fowler, 1944. Published by R. H. Storer and Co. Ltd., Vancouver. \$1.00

Lunacy, they used to say, has to do with changes of the moon. But the writers of **I AM A LUNATIC** have "got that way" by pondering changes in the world around them. Many are the railers against Canada's financial system and prospects of a future under capitalistic monopoly, but few come forward in print with concrete suggestion for monetary reform, as do Messrs. Storer and Fowler. They have a plan which is unfolded simply, concisely and very readably in this little book. They make use also of the whimsical illustrations we all like so well and which can emphasize a point better than italics or blackface.

Looking through the crazy man's spectacles, money becomes labor receipts, taxes become Public Service Contributions, and a ten-point program is gradually built up to provide the answer to the public's greatest economic fears and wants, all of which, of course, have to do with security and standard of living. As usual, we in Alberta are inclined to ask, "Where is the money to come from?" That too is answered in the program. One of the suggestions, namely limitation of accumulated wealth to, say, \$250,000, will cause teachers no great anguish.

Whether the treatise "sells" the reader or not, it is worth spending both reading-time and price for its thought-stimulating treatment, in the wistful language of the street, of what is, after all, a deadly serious subject.

Elizabeth Gerwin Cypris.

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ACADIA

A meeting of the Acadia Local Association No. 2 was held in Hanna, October 12, following the Hanna Convention. The officers elected are as follows: President, Mrs. J. Jarboe, Lanfne; Vice-President, Miss F. Lydsman, Oyen; Sec.-Treas., F. C. Jorgenson, Sedalia; Board Representative, H. Hall, Oyen.

ANDREW

On October 26th a regular meeting of the Andrew Sub-local was held in Zhoda School with 12 members present. The main topics for discussion were: Resolutions for the coming convention; rentals of teacherages. The meeting closed with a delightful lunch served by Mrs. P. Huculak and Mrs. J. Tomashevsky.

ATHABASCA

The second meeting of the Athabasca Sub-local was held in the Athabasca high school Saturday afternoon, November 17. The new executive elected is as follows: President, Miss E. Dodd; Vice-President, Miss A. Kawulok; Secretary-Treasurer, Miss I. Bucholz; Press Correspondent, Miss M. Skiele.

Inspector Hodgson and Mrs. McCellan led an interesting discussion on Primary Reading. Emphasis was placed on reading as essentially a thought-getting process and reading readiness. Suggestions were offered and plans were made to arrange the year's program so as to make it both profitable and enjoyable for all the members.

The meetings of the Local will be held in the high-school building at 2 p.m. on the first Saturday of every month. The meeting was followed by a delicious lunch.

BASHAW

A meeting of the Bashaw Sub-local was held October 18, following the A.T.A. meeting at the Convention held in Camrose. The new executive is as follows: President and Councillor, H. Myers; Vice-President, Mrs. M. Scott; Sec.-Treas., Miss B. MacPherson; Press Correspondent, Miss H. Westbrook.

BEAVER LODGE

On Wednesday, October 25, a meeting of the Beaverlodge Sub-local was held at the home of Mrs. Lyne in Beaverlodge. The following officers were elected: President and Councillor, Mr. Lyne; Vice-President, Miss L. Miller; Sec.-Treas., Miss W. Reid.

The next meeting is to be held at Halcourt at 8:00 o'clock on December 1. Special reports on Salaries, Visual Aids and Summer School are planned.

BENALTO-ECKVILLE

The first meeting of the Benalto-Eckville Sub-local for the new term was held at Eck-

ville School on the evening of October 15. The following officers were elected: President, E. Farris; Vice-President, H. McCall; Sec.-Treas., M. Anderson; Councillor for the Sub-local, Mrs. A. Sterling; Press Correspondent, Miss Jessie Johnson. School Supervisor, Mr. F. Barnes, attended the meeting and urged that the group plan some work of professional interest for each meeting. Lunch was served by the Eckville teachers.

The regular meeting of the Benalto-Eckville Sub-local was held at Benalto on Monday evening. Miss M. Anderson led the teachers of the Eckville staff in a panel discussion on "Dramatics in the School." Mrs. Sterling consented to talk to the next meeting on the subject of "Enterprise Technique," and Mr. Harris offered to deal with "Interesting Phases of the High School Art Program." The Benalto group served a very enjoyable lunch.

BOYLE

The second meeting of the Boyle Sub-local was held in the Boyle High School on the evening of October 26, at 7:30. The treasurer's report and the previous minutes were adopted as read without discussion. It was decided that the fee of 25c per member would remain for the ensuing year. A report on the Sub-local's projector was presented, and money was voted for the purchase of an extension cord and a new battery.

There followed a spirited discussion, led by Mr. W. A. Deeprose, on the subject, "Remedial English." Some interesting and profitable information was exchanged by the various members. A delicious lunch served by Miss C. A. Bower closed a very pleasant evening.

BUSEY-PICKARDVILLE

The reorganization meeting of the Busby-Pickardville Sub-local was held in the Pickardville High School on November 1, with eight members present. Officers were elected as follows: President, Mrs. Hunter; Secretary and Councillor, Mrs. McLaughlin. After some discussion, it was decided to hold a dance in the Pickardville hall on November 23 to improve our financial standing.

BYEMOOR-ENDIANG

The organization meeting of the Byemoor-Endiang Sub-local was held in Byemoor High School on Thursday, November 1, at 8:00 p.m. Following is a list of new officers: President, Miss Olive Adsett; Sec.-Treas., Miss Edna Boelke; Vice-Pres., Mrs. Ruth Mehalcheon; Correspondent, Miss Kathleen Knowles; Dist. Representative, Mrs. May Kenny.

It was decided to hold the regular monthly meetings the third Thursday of each month at 8:30 p.m. The meeting adjourned, to meet again on November 22 at 8:30 p.m. in the Endiang High School.

CALGARY RURAL

In conjunction with several other Locals, the Calgary Rural Local took part in the Convention held in the Palliser Hotel in Calgary, November 8 and 9.

Meeting as a Division the teachers of this Local heard thought-provoking addresses by Mr. R. Russell, on the care of notebooks; by Mr. Smith, of Banff, and Miss Miller, of Bowness, jointly speaking on Junior Reading, and by Mr. J. Majakey, of Airdrie, speaking on inter-school activities. After each of the addresses, and at the conclusion of all three, there were question and discussion periods.

During the organization meeting of the Local a great deal of business was dealt with. Mr. F. Seymour, of Calgary, addressed the group as A.T.A. representative, and there were two electoral ballots taken in connection with proposed changes in the A.T.A. Constitution. It was voted to continue the present system of scholarships to be used by Grade IX students. A resolution was passed asking the Divisional office for increased efficiency, and the proposals for salary negotiations were laid before the group and approved.

Officers elected were: President, Vair Anderson; Vice-Pres., Miss L. C. Miller; Sec.-Treas., George Staal; Bulletin Editor, J. Majakey; Representative to the Calgary City Council of the A.T.A., Miss Boothman; Salary Negotiation Committee: Messrs. Anderson, Staal, Russel, L. Radford, S. Smedsted, N. Floen, J. Majakey, and Miss A. Brander. Press Correspondent, J. A. Brown.

On the concluding day of the Convention, members of the Calgary Rural Local sat in on addresses by speakers at their own Convention, as well as on addresses delivered to the Calgary City Convention held the same dates, and at least upheld their end of all the open-forum debates following the prepared speeches.

All was not heavy professional work, however, and the members of the Calgary Rural Local took active part in the lobby discussions, and attended the treatie party or the dance held on the evening of November 8.

Members will be advised by post card of the place and date of the next meeting of the Local, and a large attendance is being prepared for.

CALMAR

At the reorganization of the Calmar Sub-local, held on November 6 at Calmar, the following officers elected: President, Mr. A. Thompson; Vice-President, Mr. E. A. Westlund; Sec.-Treas., Miss A. Workun; Councillor, Mr. W. Strochein; Press Reporter, Mrs. W. Dixon. It was decided to hold each of the monthly meetings on the first Tuesday of each month, beginning at 8:30 p.m. Suggestions were offered by various members for making future meetings more interesting. After much discussion, it was decided to have each alternate meeting a social one. The December meeting will be a social. A cordial invitation is extended to all the teachers in the district.

CHAMPION-CARMANGAY

The Champion-Carmangay Sub-local held its September meeting in Champion, with twelve teachers present. The officers elected were: President, Mr. Nicholas; Vice-President, Miss B. Pierson; Secretary-Treasurer, Miss G. Farmer; Press Representative, Miss H. M. Bews. It was decided to nominate Mr. M. Halman for president, Miss V. Williams for secretary, and Mr. M. Knowles for press representative of the A.T.A. Local of Lethbridge Division. Voting will be done by secret ballot at the fall convention. The next meeting of the Champion-Carmangay Sub-local will be held in Carmangay November 22. Following the business meeting, the group adjourned to the home of Mr. and Mrs. Nichols, where lunch was served by the Champion teachers.

CHIPMAN

A reorganization meeting of the Chipman Sub-local was held in Chipman School on Friday, October 26. The following officers were elected for the year: President, Mr. John Kozlak; Vice-President, Miss Mary

Antonluk; Sec.-Treas., Miss Mary Eleniak; Councillor, Michael Krezanowski; Press Correspondent, Miss M. Eleniak; Nominating Committee Member, Mr. Harry Shavchuk; Member of the Auditing Committee, J. Puchalik. A very interesting report based on the revised salary schedule for the Lamont School Division was given by our Councillor, Mr. Michael Krezanowski. The next meeting will be held at Hilliard on the 28th of November, and we sincerely hope that such successful meetings will be held in the future.

CLOVER BAR

A social evening was held by the Clover Bar Local at the home of Mrs. Melwin, 103rd Ave., Saturday, November 3. A program of contests and stunts was put on under the leadership of Miss Violet Hosford and Mrs. Clink. After a pleasant time a dainty lunch was served by the ladies. The next meeting is to be December 1 at the Masonic Temple at 2 p.m.

CROW'S NEST PASS

An organization meeting of the Crow's Nest Pass Local was held in Blairmore, October 25. Officers elected for the coming year are: President, S. J. Ondrus; Vice-President, Miss I. Soulet; Sec.-Treas. and Press Correspondent, Miss M. McIntyre; Councillors elected to attend the A.G.M. are Mr. McEachern and Miss I. Soulet. Now that the gas restriction has been lifted, the plan on holding meetings on a circuit, the next one to be held in Bellevue, December 4.

CLYDE

The second meeting of the Clyde Sub-local was held in the primary room November 14th with a full attendance. Minutes were read and passed. Topics discussed were the coming concert and convention interests. The President, Mr. Dance, gave a most interesting paper on "Ethics of School Teachers." Through listening and discussion of the various points, the teachers felt a re-awakening and renewing of their consciousness of the deep responsibility each held as a teacher. It was decided no meeting would be held until in January, the date to be decided later.

CZAR-HUGHENDEN

A meeting of the Czar-Hughenden Sub-local was held in Hughenden on Saturday, November 3, at which the following officers were elected for the year: President, Mr. Lloyd Snow, Metiskow; Vice-President, Miss Louise Eriksson, Hughenden; Secretary-Treasurer, Miss Lucille Hochhausen, Czar; Press Correspondent, Miss Marjorie Dixon, Hughenden. The main business of the meeting was the discussion of the proposed changes in the By-laws re procedure in electing the Provincial Executive, and of the proposed by-laws to replace By-laws 38 and 39 of the General By-laws of the Association. A vote was taken after this discussion. It was decided that our meetings be held on the first Saturday of each month. The meeting on December 1 will be held in Czar.

DERWENT

Second meeting of the Derwent Sub-local was held in Dunn Lake, October 20, at 7 p.m. Mr. Fodeluk gave us an interesting speech followed by discussion on School Management. The following important points were mentioned:

1. Teachers do not use Course of Studies.
2. Child must finish term when 15.

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Mr. A. T. Rostron was elected Councillor to the Two Hills Local.

Lunch was served by Misses Gidsinski and Pashniak which was followed by a delightful game of Court Whist.

EAST McLENNAN CONVENTION

The East McLennan A.T.A. Local No. 62 held its annual convention at McLennan on the ninth and tenth of October, with sixty-one teachers present. Miss C. Mackay, President, held the chair. Mr. Swift, Mayor of McLennan, welcomed the guest speakers, Dr. King and Mr. Watts, and the attending teachers. Dr. King, from British Columbia, gave a very substantial talk on mental health. Mr. M. L. Watts, Director of Curriculum, Department of Education, spoke on Democracy in Education.

Interesting discussions and demonstrations were held on the development of high schools, on the teaching of Social Studies and Social Experiences in Division 1, by Mr. Pratt, Sister M. of St. Charles-Albert and Miss Prevost. The health program under the direction of Miss Herman, Divisional Nurse, Miss Lewis from the Department of Agriculture, and Miss MacKay, Assistant Superintendent of Public Health Nurses, occupied the major part of the second-day afternoon session. Two sessions were devoted to the General Meeting of the A.T.A., during which important business matters were discussed and settled.

A delightful banquet was served to teachers and guests at the Public School.

EDSON

The first meeting of the Edson Sub-local was held Sept. 10. Mr. M. D. Meade was nominated President. Miss L. Kneeman was nominated Secretary. Miss F. Ciciarelli was nominated Councillor for this Sub-local.

On Sept. 26 the Edson Sub-local met for its first regular meeting. Meetings are to be held the last Wednesday of each month. Mrs. Graham and Mrs. Nelson were hostesses, and served a delicious lunch at the meeting which was held in the Home Economics room.

A special meeting was called Sept. 27 for a discussion on the Jasper-Edson-Coal Branch Convention, which is to be held Oct. 22, 23 at Edson.

EGREMONT

The monthly meeting of the Egremont Sub-local took place at the home of Mr. and Mrs. Skrowonski on November 16. There was quite a lengthy discussion about the present salary schedule. A number of recommendations were passed to be brought

before the Executive. It was decided to try to have the Inspector or some other speaker at a meeting some time later. Due to the fact that our monthly meeting would be too close to Christmas, the next meeting will be held on January 11 at Moose Hill School.

E. I. D.

A successful meeting was held on Thursday, November 8, 1945, in the Palliser Hotel, Calgary, at the annual Fall Convention. Teachers of the Eastern Irrigation District Division attended. A new slate of officers was elected for this year: President, Mr. J. Ellis, Brooks; Vice-President, Mrs. F. Arnot, Clancy; Secretary-Treasurer, Miss E. Hahn, Bassano; Press Reporter, Miss B. Miller, Bassano. For the Annual General Meeting the following Councillors were elected: Mr. F. Riddle, Bassano; Mr. J. M. Walls, Brooks; and Mr. L. W. Shields, Rosemary. Mr. Shields was elected chairman of the Negotiating Committee for a raise in salaries. Another Local meeting is to be planned for in the near future by Mr. J. Ellis.

ELK POINT

The reorganization meeting of the Elk Point Sub-local was held in Elk Point School on Saturday, November 3. The following officers were elected: President, J. V. Jacobson; Vice-President, Miss M. A. Bloor; Sec.-Treas., Miss S. J. Cheshire; Press Correspondent, Mrs. M. Rawluk; Councillor, Miss S. J. Cheshire; District Representative, Mr. J. V. Jacobson. The next meeting will be held on December 1st in Elk Point, when Miss S. J. Cheshire will give a demonstration of Drama in the Intermediate School. Mr. R. Racette has been invited as guest speaker.

E. U. S.

A meeting of the E. U. S. (Education Faculty Local) took place November 1 in the Auditorium of the Education Building. Dr. H. E. Smith was guest speaker and chose as his topic, "The Canadian Teachers' Federation." A short program followed and refreshments were served.

EVANSBURG-WILDWOOD

The organization meeting of the Evansburg-Wildwood Sub-local was held at the home of Mr. Stonehocker, Evansburg. The following were the officers elected: President, Mr. E. Stonehocker; Vice-President, Mrs. J. Rogers; Sec.-Treas., Miss D. Dubetz; Councillor, Mrs. C. Hellekson; Press Correspondent, Mrs. V. Platt. The next meeting is to be held at the home of Mrs.

Rogers, Styal. The Evansburg Track Meet was discussed. Mrs. Helleson volunteered to lead the discussion on "The School as a Community Centre" at the next meeting. After the meeting a delicious lunch was served by Mrs. Stonehocker.

GRANDE PRAIRIE

A reorganization meeting of the Grande Prairie Sub-local was held in the Grande Prairie High School on Friday, October 12, at the Annual Teachers' Convention. The executive is as follows: President, Mr. Menchin; Vice-President, Mr. Freebury; Secretary, Miss E. Krantz; Press Reporter, Sr. Mary of St. Agnes. It was decided that the regular meetings would be held at 2:00 p.m. the first Saturday of each month.

The first regular meeting was held on November 3 in the Montrose Public School, with the President, Mr. Menchin, in the chair. During the business session the members discussed the payment of fees in order to have funds for any needed expenditure. But since our expenses are practically at the vanishing point, it was decided to abstain from taxing an already over-taxed profession. The following committee for Education Week was appointed: Mr. Melsness, Sr. Lucy, Mrs. Gray. The monthly program was left in the hands of the Executive. The program consisted of a very interesting talk on Radar by the President, who has returned to the profession after serving his country in the R.C.A.F. at radar stations, chiefly in England.

HOLDEN

The Holden Sub-local held their first meeting at the Holden school on Saturday, November 10. Discussions centered around Education Week, Home and School Associations, a Professional Library, and Festivals and Concerts. The following is a list of the officers elected: President, Mr. Wm. Brushett; Vice-President, Mr. Wm. Ogrodnick; Sec.-Treas., Miss Edna Giebelhaus; Press Representative, Miss Josie Mullick; Festival Representative, Miss Elsie Rosen; Track Meet Representative, Mr. Earl Hardy; Representative to the Local, Miss Elizabeth Skendfield. The next meeting will be held Saturday, December 8.

INNISFREE-RANFURLY

The Innisfree-Ranfurlly Sub-local held its first meeting of the year in the new high school at Innisfree on November 3. Nine members were present and the following officers were elected for the coming year: President, Nick Hyryak; Vice-President, Mr. Macklin; Councillor, H. Pashyk; Sec.-Treas., J. H. Murray.

IRRICANA-KATHRYN

The Irricana-Kathryn Sub-local met for the first time this year at the home of Miss C. Dawne, 233 12th Ave. N.W., Calgary, on October 27. Mr. Workman presided. The following officers were elected: President, Mr. Workman; Vice-President, Miss C. Dawne; Sec.-Treas., Miss Froden; Councillor, Mr. Little; Press Correspondent, Miss J. P. Clandillon. Matters to be presented at the Convention at Calgary were then discussed. The meeting was followed by a delicious tea served by Mrs. Dawne.

KITSCTOY-ISLAY

The organization meeting of the Kitscoty-Islay Sub-local was held in the Kitscoty Intermediate Room on Wednesday night, November 14. The new executive is as follows: President, Harold White; Vice-Presi-

dent, Miss M. Nicoll; Sec.-Treas., A. McGladrie; Press Correspondent, Miss Anna Wilson. The next meeting is to be held at Kitscoty on Wednesday evening, January 10. Plans for the annual school festival are to be drawn up. It is advisable that those teachers interested in the festival attend the January meeting.

LAC LA BICHE

The convention of Lac La Biche Division 51 was held at Lac La Biche on November 8 and 9. Following brief addresses of welcome, a very enjoyable demonstration lesson in singing and rhythm band was conducted by Sister Blais. Miss M. Pryetash spoke on the Use of Illustrations in the Classroom. During the morning session the high-school teachers had a round-table discussion under the leadership of Mr. J. A. McKay, the guest speaker.

Thursday afternoon we had great pleasure in hearing Mr. J. A. McKay, Superintendent of Lac Ste. Anne Division, speak on Number Work and Arithmetic for Today. The talk was both interesting and enlightening. Miss Mary Watson gave detailed information on Studies in Weather, and Miss A. M. Aquin spoke on Colors at Work in the Classroom. Mr. H. Senetza explained the use of Tri-Purpose Projectors and showed a film on glass.

Friday morning Mr. L. A. Broughton, the Superintendent, discussed fully the merits and teaching value of the new readers distributed to Division I and II. Miss Vera Welsh gave worth-while information concerning the marking of the daily register and the filling in of the term returns, as well as the Statistical Reports. Mr. McFarland distributed reports made by the Educational Research Committee and pointed out difficulties encountered in the teaching of language to non-English speaking children. The executive chosen for 1945-46 convention is as follows: Mr. L. A. Broughton, honorary president; Mr. H. Senetza, president; Mr. L. R. McLeay, vice-president; Sr. E. M. Montpeller, secretary; Mrs. P. Hayduk, press correspondent.

LAC STE. ANNE

The Lac Ste. Anne Local held a general meeting at the Masonic Temple on the morning of Friday, October 26. Superintendent J. A. McKay addressed the teachers on the general problems of teachers in the Division. During the meeting the following members were elected to the Local executive: President, G. Crawford, Rich Valley; Vice-President, T. Johnson, Onaway; Secretary-Treasurer, F. J. Woodhouse, Cherhill; Salary Schedule Convener, T. Johnson; Press Correspondent, Miss D. Mustarer, Onaway; Teacher Representatives, R. A. Morton, Sangudo, Mr. E. I. Hepburn, Sangudo; Local Councillors to the A.G.M., G. Crawford, J. Woyewitka, Lac Ste. Anne; Convention Committee, Miss R. Watson, Rochfort Bridge, Miss C. Gadsden, Sangudo, Miss M. King, Onaway, R. A. Morton, Sangudo.

LETHBRIDGE

The annual meeting of the Lethbridge A.T.A. Local No. 7 was held at the Central School, Lethbridge, on November 13th with Mr. M. Holman, retiring president, as chairman. Following the reading and adoption of the minutes, Mr. O. W. Williams, Superintendent of Lethbridge Division, addressed the group. He drew the teachers' attention to a plan outlined by the Principals' Association to carry out a testing program in English in the schools of the Division. He also assured the teachers that everything

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possible was being done by the divisional board to secure better salaries for them. Mr. M. Holman delivered the president's report on the year's activities of the Local. He then called upon Mr. M. Knowles to report on the work done by the salary negotiating committee. Miss V. Williams, Secretary-Treasurer gave the treasurer's report, which showed a bank balance of \$205.00. The auditor's statement, commending the Local on this favorable bank balance, was also read. Mr. Barnett, A.T.A. representative, outlined to the group proposed amendments to the A.T.A. constitution, following which a motion was passed instructing the executive how to vote on the amendments. The following executive was elected by secret ballot, for the 1945-46 year: President, Mr. R. I. Baker, Coaldale; Secretary-Treasurer, Mr. A. Wade, Coaldale; Vice-President, Mr. L. J. McKenzie, Carmangay; Press Representative, Miss H. M. Bewa, Carmangay; District Councillors: Mr. M. Holman, Diamond City; Mr. L. J. McKenzie, Carmangay; and Mr. R. I. Baker, Coaldale. The members of the salary negotiating committee are: Mr. M. Knowles, Mr. W. White, Mr. Bride, Miss McVeety and Miss H. M. Bewa. Mr. P. Holt moved a hearty vote of thanks to the outgoing executive.

MARWAYNE-STREAMSTOWN

A reorganisation meeting of the Marwayne-Streamstown Sub-local was held in the Vermilion High School at the close of the first day's convention there. Eight members were present. The following were chosen as members of the Executive for the coming year: President, Mr. H. Webber; Vice-President, Miss Joyce Holland; Secretary-Treas., Mr. A. Lampitt; Councillor, Mr. J. David; Press Correspondent, Miss J. MacKenzie. It was decided that the next meeting would be held Tuesday, October 23, at Marwayne.

A meeting of the Marwayne-Streamstown Sub-local was held Tuesday, October 23, in Marwayne at the home of Mr. Lampitt. There were five members present. Mr. Miller, our Superintendent, attended the meeting, too. An interesting discussion took place on how to teach Social Studies, Enterprise and English. Individuals mentioned special problems, and were given as much help as possible by Mr. Miller and other members. After the meeting Mrs. Lampitt served a very delicious lunch. The next meeting will be held at Streamstown about the middle of November.

MILQ-QUEENSTOWN-ARROWWOOD

A meeting of the Milq-Queenstown-Arrowwood Sub-local was held Monday, October 1, in Arrowwood. New officers elected for the year were: President, E. James, Arrowwood; Vice-President and Press Correspondent, Mrs. A. E. Derrick, Queenstown; Sec.-Treas., Miss Norma Randle, Arrowwood. Meetings are to be held every two months. A number of resolutions were passed to be submitted to the Local A.T.A. Discussions regarding a central library and enterprise education en-

used, after which a tasty lunch was served by Mrs. James assisted by Arrowwood lady teachers.

MORRIN-ROWLEY-RUMSEY

The Morrin-Rowley-Rumsey Local held a meeting in the Morrin School, Wednesday evening, October 10, for the election of officers for 1945-46. The following officers were elected: President and Councillor, H. J. Earle, Rumsey; Sec.-Treas. and Press Convener, Miss Marguerite Hittle, Morrin. It was decided to invite the "Travelling Instructor" of Drumheller School Division to address the next meeting, which is to be held the week following the Teachers' Convention. Miss A. Dunbar and Miss M. Hittle served lunch following the adjournment of the meeting.

MOUNT RUNDLE

The first meeting of the Mount Rundle Local A.T.A., No. 59, was held in the Palisier Hotel on Thursday, November 8, 1945. Present at this meeting were eighteen of the twenty-five members. New members, namely, Mr. Leavitt of Banff and Mr. Tipman of Canmore, were introduced. The following slate of officers were elected: President, Charles Bradwell; Vice-Presidents, H. Parkinson and Miss M. Gratz; Sec.-Treas., Miss A. Wright; A.G.M. and Geographic Council Representatives, H. Parkinson and Miss S. Catly; Press Correspondent, Miss A. Wright. Mr. Seymour, Geographic Representative, addressed the meeting on Pensions and two important electoral votes. Several suggestions were made for this year's meetings. It was decided to hold the next meeting at Canmore at a time deemed necessary by the Executive.

MYRNAME

A meeting of the Myrname Sub-local was held on Saturday, September 22nd in the New Myrname High School. Officers were elected for the coming year as follows:

President, Miss Olga Pozernauk; Vice-President, Mrs. P. Danilovich; Secretary-Treasurer, Mrs. Wm. Demchuk; Press Correspondent, Mr. D. D. Stevens; Councillor, Mr. M. Meronyk; Social Committee, Miss J. Gadoway, Miss J. Borezanski, Mrs. M. Meronyk, Mr. Wm. Topolnisky.

Mr. Meronyk gave a report on the Executive Meeting held in Two Hills on September 17th, at which plans were made for the Fall Convention on October 2nd and 3rd.

It was decided that the meetings be held on the last Saturday of each month in the New Myrname High School at 2 p.m.

OLDS

A meeting of the Olds Sub-local was held in the Olds High School on the evening of October 24. A new slate of officers was drawn up, with our new Principal, Mr. H. G. Forgues, being elected President; Mr. Shore, Vice-President; Mr. Armstrong, Sec.-Treas.; and Miss Parkinson and Mr. McFall, Councillors. The main topic of discussion was a general talk regarding musical festivals and track meets. After this meeting Mr. McFall and Miss Hegler served a very dainty lunch. A larger turn-out of rural teachers is expected at the next meeting.

PONOKA

The Ponoka North Sub-local held its November meeting on Saturday, November 3, at the Divisional office. The Program Committee, Mrs. Gee, Miss Hickmore, Miss Berdine and Mrs. Koleyak, presented their pro-

gram for the year. It met with unanimous approval. Some of the interesting topics to be included at future meetings are: Testing, School Sports, Current Affairs, Music, Verse Speaking and Choral English. The members present also enjoyed and were enlightened by talks given by fellow teachers. Miss T. Sutherland spoke on Correlating Languages with Enterprise; Miss I. Hickmore on correlating reading with the Enterprise; Mrs. Gee correlating music with the Enterprise; Miss R. Berdine, Handwork and the Enterprise. The Ponoka local is off to a most enjoyable and helpful term of meetings.

REDWATER-OPAL

The meeting of the Redwater-Opal Local was held at the home of Mrs. A. Malowaney, the teacher of Amelia School. Seven members were present. After lively discussions, the following items of business were approved: (1) Mr. Walter Chaba was elected as councillor to represent the Sub-local at the Local meetings. (2) It was agreed that we continue the service of the National Film Board since it is available. Mr. N. Kraychy Jr. was elected to take care of Film Rental. The first showing will be held in December. There was some discussion regarding the Social Studies Projects as referred to at last meeting. The meeting was delightfully ended by a most welcome lunch as the weather was not as pleasant as might have been expected. The next meeting will be held at the home of Mr. and Mrs. W. Chaba, of Opal, on the first Wednesday of December.

SEXSMITH

The first meeting of the Sexsmith Sub-local was held in the high school on Tuesday, November 6. Those appointed to office were as follows: President, Mr. Price; Vice-President, Jean McNaughton; Secretary, Frances Henry; Councillor, Noreen O'Connell. A short business meeting followed, in which arrangements were made for film-showing in the schools. The next meeting will be held in the high school on December 4th.

SMOKY LAKE

The regular meeting of the Smoky Lake Sub-local was held in Smoky Lake High School on Saturday, October 20, 1945. The following slate of officers was elected for the year 1945-46: G. Kokotyluk, president; John H. Van Riper, vice-president; M. Ukrainetz, secretary-treasurer; and W. Fielewych, M. Syroid, Miss Taranko, L. Stogrin, and E. Chahley, the Social Conveners. It was decided, among other matters, to hold a meeting and social in the Smoky Lake Community Hall on November 18. Plans are under preparation to make the meetings of the Sub-local more enlightening and interesting.

SPIRIT RIVER

The organization meeting of the Rycroft-Spirit River Sub-local was held at the home of Miss Henderson on October 20. The new executive was elected as follows: President, Mrs. Hartwell; Vice-President, Mrs. Bryan; Secretary-Treasurer, Sister Donnelly; Press Correspondent, Miss C. Barlow. It was decided that all succeeding meetings be held on the second Saturday in the month. At each meeting a definite topic was to be discussed. A discussion about the musical festival in the Spring took place. The next meeting was to be held on November 10 at Mrs. St. Jean's, Rycroft. A delicious lunch was served by the hostesses, which closed the meeting for this month.

The Spirit River teachers' convention was

held in Spirit River on October 9 and 10. In the forenoon of the 9th, prominent citizens of the town welcomed the teachers, wishing them a successful convention. Miss M. MacKay, Assistant Superintendent of Public Health Nurses, and Miss Lewis, of the Department of Agriculture, spoke on nutrition and other health topics. Other guest speakers during the afternoon were Mr. C. B. Johnson, Superintendent of Schools, Grande Prairie, and Mr. H. C. Melsness, President of A.T.A. from Grande Prairie. The day was ended with a grand banquet held in the Dominion hotel. The guest speakers for Wednesday were Mr. S. J. Graham, Superintendent of Schools in B.C.; Mr. Watts, Director of Curriculum, Department of Education; and Dr. H. B. King, Chief Inspector of Schools for British Columbia. Dr. King spoke on the basic psychological needs of children. Mr. Barnett, General Secretary of the A.T.A., also spoke on A.T.A. matters. The Local A.T.A. elected their officers and the meeting adjourned. All teachers returning to their respective jobs with renewed vim and vigor.

STRAWBERRY

The regular meeting of the Strawberry Local was held on Friday, November 2, in the Masonic Temple in Edmonton. We welcomed our new Superintendent, Mr. Pyrez to our Division and gave our retiring Superintendent, Mr. Scofield, a small gift as a token of appreciation of his services during the past years. There were 32 members present and the following officers were elected: President, Mr. Smith, Sunnybrook; Vice-President, Mr. Henkel, Breton; Sec.-Treas., Miss Herbert, Breton; Press Correspondent, Miss Young, Thorsby; Salary Committee, Mr. Pailer, Thorsby; Mr. Peterson, Buford; Mr. Kuvur, Thorsby; Track-Meet Committee, Mr. McDonald, Minnehik; Mr. Henkel, Breton; Mr. Lehmann, Thorsby; A.G.M. Delegate, Mr. Cumberland, Lindale.

SULLIVAN LAKE

The regular monthly meeting of the Sullivan Lake Local was held in the Home Economics room of the Hanna School, Saturday afternoon, November 3, at 2:30 p.m. The attendance was not as large as anticipated and hoped for. The salary committee was appointed for the year. Those remaining in the Division who were on the committee last year were to be retained, and two new ones added to their number: Miss Marriot, and Mrs. Cook.

Mr. Williams, of the Hanna High School staff gave a talk on a picture machine, "Picture Aff." Nothing was to be done about the purchase of a machine until more information was received. At our next meeting a demonstration of P.T. is to be given by Mr. Williams and Miss Outway of the intermediate staff of the Hanna School. The local favored the amendment to the By-laws as sent out by the A.G.M. Mrs. Davis was appointed as press representative for the year.

SWALLOW-ACME

An organization meeting of the Swallow-Acme Sub-local, with 12 teachers present, was held in the Swallow High School on October 18. The following officers were elected: President, T. B. Fetroe; Vice-President, F. Coulsey; Sec.-Treas., Miss J. McFavish; Councillor, S. M. McLean; Press Correspondent, Miss D. Bowhay. It was decided to hold the next meeting in the Acme School on November 28. The Acme teachers to be responsible for the program. After the meeting a delicious lunch was served by the Swallow teachers.

TOFIELD

The organization meeting for the year 1946-46 of the Tofield Sub-local was held in Tofield on Saturday afternoon, Oct. 20. The following officers were elected: President, Miss I. Robinson; Vice-President, Mr. A. Elliott; Sec.-Treas., Mr. E. W. Gabert; Councillor, Mr. A. Richardson; Sports Representative, Mr. L. Olsen; Press Correspondent, Miss B. Aston. It was decided that the meetings should be held the second Friday evening of each month, the meeting place to be Tofield.

A discussion was held on proposed changes in the A.G.M., these to be brought up at the Convention to be held in Edmonton on November 1st and 2nd. Reports on the salary schedule showed a general rise in the salaries of the Holden School Division.

Following a delicious lunch served by the Misses Robinson, the meeting adjourned.

The regular meeting of the Tofield Sub-local was held at Tofield on Friday evening, November 9, with the President, Miss I. Robinson, in the chair. It was decided that due to the extra work of the Christmas season our next meeting would not be held until the second Friday in January, when Mr. Gabert is to lead a discussion on the difficulties encountered in teaching English. Since so few of us are able to get to Holden it was decided that we should try to make arrangements whereby some of the Holden S.D. library should be transferred to Tofield where books could then be selected at our meetings. The meeting concluded with a discussion of the benefits derived from our convention, following which Mrs. Richardson served a very delightful lunch.

TOMAHAWK

The Tomahawk Sub-local met in the Dormitory of the Tomahawk High School on November 3. The meeting began with a delicious hot luncheon served by Mrs. Mary Hertel. A display of very fine Division II Whitty School Enterprise work was displayed by Mrs. Hertel. Arising from this an animated discussion of school problems followed. Altogether the meeting was most helpful and enjoyable. A cordial invitation to attend is extended to all local teachers.

TWO HILLS

A meeting of the Two Hills Sub-local was held at Two Hills School on October 19. Thirteen members were present. Mr. D. Podeluk presented the Councillor's report, after which there was a lively discussion. The new officers were elected as follows: President, Mr. Myskiw; Vice-President, Mr. Kindrachuk; Sec.-Treas., Mr. Tymchuk; Councillor, Mr. D. Podeluk. The discussion following the election of officers included such topics as: school festival, a new talking machine, and methods of raising money for lunches. It was decided to hold the next meeting at the home of Mr. and Mrs. Skoropad, at Krane on Friday, November 16.

WASKATENAU

The teachers of the Waskatenau Sub-local reorganized with the following officers: President, R. E. McClung; Vice-President, W. W. Parker; Sec.-Treas., Miss Iva Woodward; Press Correspondent, Mrs. Parker; Councillor, R. J. Elliott. At a meeting held November 3 in Sprucefield teacherage, the teachers felicitated one of their number, Mrs. Murray Miles, on her marriage. A discussion on "Difficult Points in English" was carried on,

and suggestions for securing a larger amount of suitable supplementary reading material were made. Mr. McClung outlined a method of directing reading for individual students. It was agreed that each teacher should take charge of the professional part of each meeting, having choice of subject, and giving a talk or demonstration. Mr. Parker will take charge of the next meeting, with a demonstration on "Christmas Gifts Pupils can Make," in the Waskatenau shop. Mrs. Alaska and Mrs. Clarke served a delicious lunch.

WILLINGDON

The Willingdon Sub-local held the monthly meeting on October 18th in Willingdon. There were 13 teachers present. Under the chairmanship of Mr. R. E. Zuar, a lively discussion ensued on the topic of Attitudes of all those who should be very much concerned about education. It was also hoped that joint meetings would be held with Hairy Hill and Two Hills Sub-locals. Two new members were welcomed to the Sub-local. After the meeting a delicious lunch was served by the Social and Program Committee.

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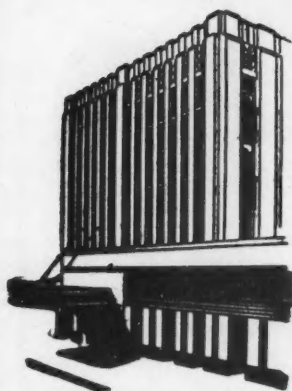
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